

# The Social Studies

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Continuing The Historical Outlook

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# The Social Studies

*Continuing The Historical Outlook*

VOLUME XXXII, NUMBER 3

MARCH, 1941

## "For This We Die!"

HAROLD GLUCK

*William Howard Taft High School, New York City*

It is tragic that as the hand of dictatorship topples over material buildings and spiritual values, we find it necessary to re-orientate ourselves so as not to be overcome by a paroxysm of fear and thus fall victim to our own nerves. Leisure time is a basic prerequisite for calm contemplative thinking, but unfortunately it also brings about complacency and then it is much easier not to think. Only when we are disturbed do we begin to question; then it is often too late for any constructive good. However, at present, we can sadly reflect that peaceful atrophy is no longer possible in a world bent on self destruction.

As we gird ourselves in a program of military preparedness, it is fitting that we look at the values for which we are determined to fight to the death, if necessary. In nation after nation, the light of independence has been snuffed out and human beings have been encased in a bondage that is terrifying even in its contemplation. As we view the tragic scene, we begin to realize the values of democratic living.

What is this paradox known as democracy—the concept so dear to Americans—that has required us to consent to a peace-time draft, a staggering tax bill, a program of armament to make us all powerful, and a determination in our hearts that there is something so important in life that we are willing to die for it?

We have a pretty good idea of our common enemy—totalitarianism—and we know what it hates. Its lengthening shadow has cast a cloud of fear over the greater part of the world and its gifts are found in no Pandora's box. Human brotherhood is held

to be a sign of weakness; equality among men an illusion; the dignity of the individual personality an empty dream; and peace on earth among men and nations merely high sounding words.

Every move of the dictatorships clearly spells the deification of the state; the individual as a meaningless pawn to be eventually fed into the maw of a mechanized army bent on conquest and destruction; racial bigotry as the foundation of a nationalistic state; religion as the opiate of fools; and God himself as a tribal hangover from primitive days. Dictatorships have succeeded in changing people, whom tradition called peace-loving, musical, and even intellectual, into destructive instruments for domination by the force of conquest. And whenever the voice of reason tries to be heard amid the rising clangor of mighty military forces, it is silenced and then snuffed out of existence.

With an apodictic certainty the dictators march on. This is our picture and it is not charming by any means. It becomes rather gruesome when one realizes that it is painted with human blood and that the primordial beast has crept out of the jungle with the sole purpose of driving men backwards to the past. Yet we must not indulge in wishful thinking, nor permit our emotions to overwhelm us and run out of control if we are to face the most critical period in the history of our country and in our own lives. For what is at stake is more than territorial boundaries or the products of nations. It is the minds and souls of human beings.

Calmly and without any trace of hysteria we must prepare to preserve and defend the peace of our land. With time at hand we could build a fortress so powerful that no combination of powers in the world would dare attack us. And behind its thick walls we could feel that in this country a strong citadel exists where democracy could take refuge and gain strength. But time is no longer an ally and we must work against the ineluctable beating of her minutes. In a hurry democracy must be strengthened at every point of strain or weakness and no crack can go unnoticed. This, however, brings the danger that in our haste to defend ourselves, we might use techniques so destructive to our ideals, that in the end we have destroyed the very thing we intended to preserve.

It would be more than tragic were we to fall into the error of thinking, as some of our home born fascists, nazis, and communists seem to believe, that we can protect our democracy by destroying it from within. If the rights of free speech, free press, and free assemblage have any significance whatsoever, it is at a time like this when basic values are being re-examined and overhauled. In spite of all the logic of propaganda analysis, when the emotions run riot, the fundamental tenets of mob psychology control us. While we pay homage to these rights and insist that the personal liberties and immunities guaranteed to us by the Bill of Rights shall not be trampled upon, we must not permit a weapon of defense to be used as one of oppression. Those who would use our rights to destroy our rights; those who would bore from within; and those who would strike us down from behind, make a sorry picture claiming protection behind the very rights they seek to destroy.

It is oversimplification to say that the future of America is at stake, for intertwined with her destiny are the goals of democracy and we must have a clear picture of the nature of these goals. Men are being trained to fight for these ideals and in our school systems, educators are working overtime to make democracy a workable concept in education.

The primary point to keep in mind is that democracy does not exist in a vacuum, but must be translated into terms of a society of free people. To the youth in our schools, the men in the army and navy, the workers in the field and factory, must be given a feeling that democracy is a reality. Words alone are not sufficient, for though the sorcery of harmonious words may captivate us for a time, we want to know what is behind the stage curtain.

There is a tradition of democracy that is indurated in our very bones and marrow. It antedates the discovery of this continent; it took this land of wilderness and created from it our country; at Valley Forge the spirit withstood trials and sufferings; Lincoln re-expressed it in his Gettysburg's address; and common

sense tells us that it is foolish to let a group of dictators try to give us an ersatz product in its place.

As much as we detest the dictatorships, they have been able by propaganda to create a loyalty in their youth because they have given them a vision of the future—something for which to live and die. The German fliers who have come over England and the men in submarines have testified as to their ability to kill and destroy and at the same time be ready to die. To call this madness is no solution. To conceive them as a mass of cattle driven to final destruction by an all powerful Führer and his unscrupulous leaders does not win victories for democracy and only betrays oracular ignorance.

These men have faith and what we need is a counteracting faith, one built in freedom that knows no alternative but to conquer as much with the weapons of war as with the light that is in our hearts. It is necessary that we have a succinct and accurate statement of such a credo. The democratic principle, to be a staunch bulwark against all oppression, must spring from a clear grasp of man's purpose in life; from the fact that he is a spiritual being; and from the belief that no self appointed dictator has any moral right to change the destiny of man. Democracy is a way of life and a passion for human freedom expressed by saying that a person as a living being needs no other justification for existence than that God created him; that he can participate in society with a recognition of his duties to society and the rights which he may reasonably expect from it; and that he possess the ability to think clearly and correctly so as to distinguish truth from error and be able to govern himself through his duly elected representatives.

The material things which the dictators promise their followers, we are far better able to deliver without human suffering. For in this country we have an abundance of natural resources, capital goods, the finest technological skills, organizing abilities, and people that are still human. As for the things of the spirit, they belong not to Caesar nor to him who would place himself in the seat of the Almighty.

Of what significance is the employment of millions of workers in these dictator countries, when their sole purpose is not productive enterprise, but the means of destruction. We, in this country, can and will overcome the domestic problem of unemployment so that our youth and the generation before them, and after them, will feel that there is a place for all in this world. There are many other continuing problems which perplex us, but we are determined that they shall not be solved in this country by blood and hate.

The loyalties to the man on horseback are transient and we can build up loyalties here that will endure



because their foundation is on the staunchest of solid rock—correct moral values. A new world is evolving and we can catch but a glimpse of it, and steel our hearts to the determination that such a world can and must exist. We cannot escape from the variety of social, economic, political, and moral forces loose in the world today, but we can say that here these forces will be of an evolutionary nature instead of a revolutionary nature. The synthetic despair of professional cynics holds no attraction for us.

If we regard man's humanity and inhumanity to man as the most sensitive barometer of progress and retrogression, then the dictatorships must plead guilty before the bar of justice of having reached the lowest depths of decency. Concentration camps, religious

persecutions, legalized robbery, and barbarous practices belong to the realm of nightmares, but in this case it turns out to be no dream.

There is no sanctuary to which we can go and isolate ourselves from the events of life. The stand must be made now and the challenge accepted. Two world movements or philosophies are at death grips. For between dictatorship and democracy there are chasms that can not be bridged either in terms of thought or action. There is no compromise. The existence of one is a denial of the other. We cannot reconcile the irreconcilable. Those of us who are not afraid of death, can fight to live, and for this—our country and its equivalent of democracy—we die!

## The Teaching of Current Events in Our Public Schools<sup>1</sup>

F. K. KRUGER

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In a stimulating article, filled with profound ideas, the well-known culture-historian Egon Fridell makes the following observation: "The remotest past is utterly suffused in the silver glow of poetry, which serves as an eternal and unassailable character witness proving that *antiquity* alone remains *completely* true. The *more recent past* constantly grows more true, thanks to the crystallizing, balancing, and cleansing progress of mankind's collective memory. It is, in short, *becoming* historical. But the history of the *present* is in its first stages of change and is interpreted only by lawyers in disguise, ill-natured trouble-makers, and ingenuous experts whose conclusions are false or prejudiced and the fruit either of intimidation or their desire to appear pompous."

This dictum is certainly not very encouraging for one who desires to discuss *positively* and favorably the teaching of current events, and if I were really "a lawyer in disguise, an ill-natured trouble maker, and a false and pompous expert," I would suppress Professor Fridell's statement. But I accept it as a challenge because I feel that the esteemed author of the quoted aphorism is more brilliant than correct.

For those who are impressed by proof through authority I should like to point out that two of the world's leading historians of ancient and medieval

history respectively did not consider it beneath their dignity as scholars to participate in the discussion of the great current events of their time. I refer to Theodor Mommsen and Fustel de Coulanges who stopped their research in the history of the past in order to debate on opposite sides the arguments of their countries in the Franco-German War of 1870-1871.

To be sure, in the United States the general study of current events is comparatively new, and naturally the problems connected with it are still the subject matter of lively discussions and disagreement. Though many educators and some history teachers before the World War of 1914-1918 had come to believe that too much emphasis was placed on the remote past to the detriment of the study of more recent events, it was really the war which started the movement for laying greater and growing stress on the teaching of current history until today this subject has become an established field in the curriculum of our public schools. The First World War revealed the amazing ignorance of American historians and history teachers with the more immediate causes of that war and the issues involved in it, and today we realize how much this fact had to do with the ease with which the mass of the American people became victims of propaganda which appealed purely to their emotions.

How poor a knowledge concerning recent world history the average high school graduate had before

<sup>1</sup> Delivered at the annual meeting of the History Section, Central Ohio Teacher's Association, held at Columbus, Ohio, November 1, 1940.

the World War was revealed to me in a test which I made at that time with about sixty freshmen at the State University of California. For example, very few of them could give me a satisfactory answer to the question: Who was Bismarck? One said he was a general who lived around the year 800 and left me guessing whether he placed him near the Homeric age or that of Charlemagne. Some made Bismarck a general under Frederick the Great and others a general in the Franco-German War. One smart freshman guessed that he must have been quite famous because a well-known hang-out of the students, the Bismarck Cafe in San Francisco, was named after him. The best answer was presented to me by a Chinese student, a modest and capable boy, the son of the famous Dr. Sun Yat Sen, now one of the leading men in the government of Chiang Kai-shek. We know also today that it was frequently nothing but ignorance which caused some so-called experts at the peace conferences of 1918-1919 to make certain provisions in the various treaties which were bound to have disastrous consequences. If such criticism is deservedly directed against historians and statesmen, what could be expected of the average person?

Now, the World War had been carried on as a crusade with the motto: "To make the world safe for democracy," and the democratic countries, generally speaking, had been triumphant. Thoughtful people in these countries were aware of the obligations placed upon them as a consequence of their victory. The promise of a better world under democratic leadership could certainly not be fulfilled by a complaisant belief in the automatic working of democracy comparable to a faith in the alleged magic power of a fetish. Surely, democracy, in order to conquer as an idea, had to be made effective by those who participated in it. It is self-evident that in no other form of government does success depend on the intelligence of the masses of citizens. The current problems of society are *theirs*. They must be able to judge the programs for their solutions as they are developed and proposed by their leaders. Unless they can do that, democracy turns out to be a delusion and a failure. There cannot be any disagreement among intelligent people on this point. But if this proposition is unassailable, the conclusion is inevitable that it is the duty of the state to provide for proper education in facing the problems of the day intelligently. Surely the best results will be obtained not by any indirect approach, but by a direct attack of the problems themselves, the study of current events.

What *educational* purpose for our pupils should and could the teaching of current events serve? According to my opinion it should, like all other education, have two aims in mind: First, the acquisition of accurate facts in the specialized field of knowledge

and their proper coordination; and secondly, character and personality training. The first purpose concerns itself primarily with learning, the second with action; the one makes a person clever, the other wise; both, of course, may and usually do, act and re-act upon each other. I say, usually, because we frequently find a person using his knowledge for unethical purposes. I do not accept Socrates' opinion that "to know is to do right." The most dangerous criminal is the professional, highly trained safe-cracker. The expert in history and politics may become a great statesman or an idealistic college professor, or he may turn into a tricky and corrupt political boss. Let us therefore never neglect to see to it that, while giving to our pupils the tools with which to build a house, they build with them a good home, a palace, or a temple, and not a gangster's den, an insane asylum, or a penitentiary.

Keeping these fundamental ideas in mind, let us now consider the problem of the teaching of *knowledge* concerning current events to our young people. First, I would lay down an essential prerequisite for all who desire to teach or study present-day problems. It seems like "carrying coals to Newcastle" when I remind history teachers of the fact that all that exists is the result of the past; that history is a growth; that all human phenomena are the outcome of an organic process, sometimes progress, sometimes decay. Our knowledge of what exists today would indeed be superficial, if we were not to understand the roots from which it has sprung, the forces which developed it, and the forms which it had assumed previously. Nobody should be admitted to a course in current events who has not had at least a minimum of a general knowledge of past history. Who can, for instance, understand Franklin D. Roosevelt's New Deal without the knowledge of Woodrow Wilson's New Freedom, the social program of the elder Roosevelt, the progressive movement, populism, etc. Or who can speak intelligently of national socialism unless he is informed about the Weimar regime, the peace treaty of Versailles, the World War, the romantic movement, the Holy Roman Empire? From my own experience as a college professor I know how unpopular prerequisites are with the average student. But I insist that they are absolutely necessary and if not observed, produce pitiable superficialities and a mind which is easily satisfied with mere appearances. Again and again I have met teachers in my summer school or extension classes, who are eager to take classes in current political or social problems without having mastered the basic facts of the old or the normal order of things. Seldom have I secured satisfactory results from such students, if due to the charming smiles of such students, I was persuaded to make the usual "exception to the rule" and admit them without the

necessary preparation. Therefore, I believe that current events should, as a rule, not be taught before the junior year.

Another prerequisite for a course in current events should be a sufficient knowledge of geography. This subject has rightly been called the mother of history. Some history students in our country seem to have been born without a mother, a rather strange phenomenon. Foreign visitors to the United States have often expressed their surprise at the lack of the most fundamental knowledge of geographical data on the part of even educated Americans. A few years ago I heard the principal of a large city high school introduce a Y.M.C.A. secretary from Riga as "a man who comes to us from Riga, the well-known capital of Lithuania, a new country of Europe, situated on the Mediterranean Sea." Last year I gave a test to a Saturday class on present-day world politics. Among other questions, I asked the students, some of them history teachers, to locate the Saar Basin. One placed it in Bulgaria, others in East Prussia, and several made Russia a present of it—as if the Russian bear had not already swallowed enough territory. If a previous study of geography has been neglected, current events offers the best opportunity to correct this mistake. Whenever current historical events are taught, maps—of every type—should be visible and constantly used.

History teaches us the profound meaning of an axiom by Heraclitus, one of the oldest and wisest of the Greek philosophers: "Everything is in flux." Life is never static, always dynamic, and therefore constant adjustments to ever-changing environment and circumstances are necessary. How different the world might be today, if responsible statesmen of the earlier post-World War period had considered this truth as embodied in Article 19 of the Covenant of the League of Nations, which foresaw the need for the revision of the peace treaties, instead of emphasizing constantly those articles of the Covenant which were concerned with sanctions for the maintenance of the status quo! How different the situation in the Danube Basin might look today, if old Austria-Hungary had made the proper adjustments in time, necessitated by the growth of nationalism in the nineteenth and twentieth centuries! Much has been written and said, to uphold as well as to criticize, the axiom: "History repeats itself." Undoubtedly there are situations and conditions in all history which resemble present-day conditions—not completely, to be sure—yet to such a great degree that we might look upon them as parallels which teach us a lesson and help us avoid the errors of the past. Alas! how sad it is that we must confess that the sigh of the master-historian Leopold von Ranke is altogether too true: "It is amazing how little mankind learns from history!" But what is, need not be. A richly

endowed and trained teacher of history should point out these parallels of history and make proper use of them in her teaching of current events. In employing the word "proper" I have in mind that there are always constants and variants in such historical parallels and that the teacher must be sure to teach his students this distinction, in order that parallels may be drawn most carefully.

One of the very important lessons which can and must be taught in a class on current affairs is the correct evaluation of the source material. "The true historian is the man who, confronted with facts, assertions, and testimony offered with varying degrees of authority, knows how to test them, discard what seems false, and evaluate what seems true."<sup>2</sup> He should always have a sceptical and critical mind. Propaganda has been with us at all times, but never as much as in the last generation. By propaganda I do not mean simply mass-information but misinformation, the attempt to persuade people by distortion, telling of half-truths, conscious juggling of statistics and quotations, and similar devices. Hundreds of books and articles are now available to the teacher and the student on this topic, most of them dealing with propaganda in the World War, such as Walter Millis' *Road to War*, George Creel's *How We Advertised America*, Harold D. Laswell's *Propaganda Technique in the World War*, H. C. Peterson's *Propaganda for War*. As a small book which gives a most vivid picture of the meaning and technique of propaganda and should serve as a warning to our young people to be on their guard against accepting at its face value all information offered today, I recommend for teaching purposes Sir Arthur Ponsonby's *Falsehood in War Time*. The history teacher can point out how, in the description of events of the past, legends have been built up and perpetuated for a long time. He might illustrate the point with examples from our War for Independence, which are familiar to every student of American history. The attainment of caution and thoroughness, two indispensable virtues of the historian, would be the permanent reward of pursuing the analysis of the source material for the study of current affairs. For this reason, pupils should learn something about newspaper organization and methods to be better judges of the credibility of the news. They should realize how much newspapers have to observe the more or less—especially less—beautiful words of the song, "Don't bite the hand that feeds you."

Frederick L. Allen suggests in a recent article in the *Atlantic Monthly*, entitled "How to Read the Newspapers," that in our schools, lectures on "How

<sup>2</sup> Allan Nevins, *The Gateway to History* (New York: D. C. Heath and Company, 1938), p. 51.



to Read the Newspapers" should be embodied in the curriculum. For, as he says: "It is as essential for the citizen of this day to be able to read the papers with a discriminating eye—to be able to distinguish the A.P. dispatch from the special correspondent's forecast of conditions, and the fact story from the rumor story, and to be able to take into account the bias of the paper and make allowance for it—as it is for a lawyer to learn to assess the value of evidence. Only as we are able to estimate the relative amount of credence to be given conflicting reports, and to judge for ourselves the reliability of the sources of the news, do we come somewhere near seeing that true picture of the world about us which we must see if we are to play our part in it intelligently and independently."

All that has been said about the necessity for the use of utmost caution in the evaluation of the content of newspapers must be just as strongly impressed upon our young students concerning the radio. Some dispensers of news over the radio transmit all the news and give us the source of their information; others select and color the news for propaganda purposes; still others present a highly biased commentary on the news or alleged news. Some news is truth, some news is noise; and some is lies. How to distinguish among all these varieties is an extremely difficult task, even for the basically well-informed person. How much more for the novice! The obvious untruth is easily discernible, but some propaganda is very subtle. I suppose all we can do with our pupils, as young and easily impressed as they are by nature, is to make them critical by means of well-known examples of how propaganda has been foisted on unsuspecting people. I liked the arrangement of the Ohio Department of Education, which has unfortunately been discontinued because of lack of money, whereby one day a week was provided in which for thirty minutes a School of the Air program was broadcast. I hope this plan can be revived, enlarged, and made available to a large number of schools.

I also wish to recommend those current event magazines which have been edited specifically for high school pupils and which are adapted to their level of intelligence. Furthermore, they really aim to be non-partisan or bi-partisan. An intelligent and wise teacher of current events himself will always do the same. I think it is unnecessary to point out that such tactfulness is conducive to one's own security and happiness. I do not believe in indoctrination of *any* kind, least of all in the teaching of current events. In my opinion, the teacher's task is rather to suggest tests of evaluation than to impose judgment. Of the dailies, the weeklies and the monthlies I consider the weekly magazines the most suitable material for the teaching of current events since

their content is not so hastily and inaccurately collected as that of the dailies, while at the same time the news is still fresh enough and not so stale, though admittedly at the same time not so well digested, as that of the monthly magazines.

Another aim in the teaching of current events, which it has in common with all fields of science, is the coördination of the bewildering mass of facts presented by newspapers, magazines, books, and radios, to transform chaos into order. The student should learn to reduce the confusing accumulation of material to a few cardinal principles which he can retain in his mind and from which he may be able to construct for himself a unified attitude towards historical events. High school pupils should, under the teacher's guidance, obtain a philosophical outlook on history. Any superior teacher can give his pupils the foundation for a philosophy of history through well-directed and thorough instruction. If you have shown them the road-sign, some at least will follow the path in the future. The study of current affairs, when properly coördinated should give its devotees balance and steadiness, so that they will not develop into reeds, swayed by every light wind, but that they might be compared to a well-rooted, century-old oak which even a storm cannot blow down.

History has not only an intellectual, but also an ethical task to perform. So strongly are the two tasks interwoven that I was unable to abstain from suggesting some of these ethical values of the study of current events in the earlier part of this paper. I pointed out how the study of this subject matter makes for a more intelligent citizenship, so important in the democratic control of our governmental arrangement. I also mentioned that the proper study of present-day problems affords an opportunity to evaluate a magazine or newspaper article or a radio address and decide upon its true worth, teaching discrimination by preventing the ready acceptance of everything read or heard. In the last part of this paper I wish to sum up a few additional ethical values that accrue to the pupil from the study of current events, always of course, provided they are taught properly.

Current events give personal appeal. A colleague of Professor Muzzey tried to impress upon the students of his class, so Professor Muzzey relates, the awful character of Nero. He told them how Nero had poisoned his courtiers, beaten his wife, killed his mother, and burned Rome. Then turning to a student he said: "Well, Mike, what do you think of this man Nero?" Mike's reaction came in the answer: "Aw shucks, he never done nothin' to me." There is in the study of past history much of a detachment which causes the young person to look upon it as something "dead as a door nail," something which does not concern him. Current events



gives the desirable direct appeal or touch, and sustains an interest in all history work.

The study of current events makes not only for an understanding, an interested, but also for an active citizen of the future. Such a student will most likely not be found among the deplorably large percentage of United States voters who shrug their shoulders with an indifferent, "I should worry," and then stay away from the polls. On the contrary he will shoulder his responsibility enthusiastically and by his zeal will arouse others to their duty.

The proper study of current events will teach our young people the virtue of fairness. They will learn that there are always two sides to each question and that the Latin saying: "Audiatur et altera pars" ("Let the other side also be heard"), is worthy of translation into American action. They will learn respect for an honest and sincere opponent. They will become ardent upholders of the principle of freedom of speech. Confronted with the necessity of meeting strong opponents, they will abstain from the common, cheap trick of some debaters and propagandists of putting up a weak strawman, a phantom opponent, whom they can easily defeat.

With fairness they will learn tolerance toward the views of others. Having learned to form their own opinions, they will not confuse tolerance with indifference, but will contrast tolerance with dogmatism and will cultivate the one while rejecting the other. They can not help but become open-minded. They must realize how many viewpoints and approaches there are to the solution of a prob-

lem and how many people while disagreeing with each other strive sincerely to bring about the best solution. This realization will make them broad-minded and reasonable as well as open-minded.

The study of current events should induce in them intellectual modesty, because they will recognize the difficulty of arriving at any absolutely valid conclusion. Young people are so often inclined to take the attitude of Rostand's cocksure chanticler who believed that the sun rose because he crowed. The study of current events should give its students a proper sense of their own position in the world, i.e., of the powerful currents of history and the relative insignificance of individuals.

While realistically facing this fact with humility a proper study of current events should nevertheless not leave the pupil pessimistic and ready to let himself be carried along with the drifting current. For he should see, guided by an understanding teacher, that fate is not blind and that behind the outward chaos and confusion there is an inner unity and a principle of order, call it Providence, Law or God.

Last, but not least, the study of current problems should lead the youth of America to a more conscious and higher appreciation of their own country, to a deep-seated love of all the good which it implies, to a realization of its rich inheritance, worthy of preservation and enlargement, to a recognition that as he himself is a part of this great nation, so his nation is a part of the wonderful universe, and that by serving his own country in the right spirit, he serves humanity and God.

## Biography in the Teaching of History

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### I

The importance of biographical study in the teaching of history needs no brief. It is important in itself, since to give to young minds the picture of great men as an inspiration is one of the prime objects of the teaching of history; and secondly because through this study we come to a greater knowledge of the customs and institutions of the eras in which these men lived.

As significant as it is, nevertheless biographical study had always been a problem for me. I would assign an historical character to the students for their library period. Each would prepare a short biography to read or recite before the class. Each

profited from his own. I profited from all of them. But the rest of the pupils—!

Then I heard Dr. I.Q.'s biographical sketch over the radio. I assigned the work along the same plan. It was an immediate success, even though very few in that class had ever heard the wise and personable doctor. His plan (for those who are not among the fortunate ones to enjoy this program) is this: (1) He encourages all listeners to send in biographical material; (2) Choosing one sketch, he arranges it in the form of clues, using gradually better known items. The first ordinarily includes date and place of birth. A sketch of Thomas Jefferson, for instance, might well begin: "An outstanding American states-

man, he was born in Shadwell, Virginia, April 13, 1743." The tenth clue, if one was needed, might possibly read: "Vice-President under John Adams, he succeeded him as President." An assistant of Dr. I.Q. selects one of the audience to attempt to guess the character. About ten seconds are allotted between clues. No forfeiture is demanded for wrong answers. The amount of the prize depends on the number of the clue that gives you the answer.

From this I developed my class procedure. Each of the pupils gathered materials and arranged his own clues. Each read his own sketch, testing another individual whom I selected. A dull topic had become interesting.

## II

Full length biographies make interesting reading, but the habit must be developed in pupils. I suggest two ways. The first, an individual method, is to give special credit to those who will read and report on the life of an important character connected with the course. The teacher can stimulate this habit, by reading from biographies certain passages chosen for their aptness in capturing the interest and imagination of the pupils, much after the manner of the movie previews, which flash the most thrilling episodes on the screen, leaving in the youthful hearts a desire to return again soon. The second method, a class method, is to assign a biography to every member of the class. Set a time when you will be in the library to help them select suitable books. If in your school a monthly book report is the rule for the English class, you can arrange with the English teacher to allow you to take care of the assignment for that particular month. Set a date by which the students must finish their book. The two methods I use for the completion of the assignment, are a book report test, and an oral description of this book by each pupil. These methods manifest the care with which the pupil has fulfilled the assignment. The former gives a more complete view of the value obtained from the reading. Typical questions would include description of the character, his importance in history, the positions he held, the place and time he lived. The latter method gives all the pupils a chance to gain from the reading of the other members, and introduces them to a large group of biographies. The teacher should familiarize himself with all good biographies in his library.

## III

Almost every place of historical interest in our nation has been designated by plaque or monument. Whether it be the headquarters of Longstreet during the battle of Gettysburg, or the first Capitol of the state of Indiana, it has its memorial placard. So much so that a recent European visitor remarked that every

American locality has its superlative: either it is the first home of Daniel Boone in the West, or it is the oldest city in Ohio.

Not so with all our historical characters. True, the majority are well known, but not all. Some are partially known, some have been completely forgotten. The resurrecting of local heroes can become an interesting sideline for a history class, and an especially excellent project for the school history club.

During the past year, to narrate my personal experience, I undertook an investigation of the life of John Lawler, an Irish immigrant, who had given the initial building to our school. A local history carried a short account of his life. The school paper, on the occasion of the annual holiday in his honor, carried a few reminiscences of his career. Beyond this he was unknown, even in the place where he spent most of his life.

I undertook the research myself, but showed my pupils how it was done. The chief printed sources were the bound volumes of local newspapers. I found these old periodicals to have a surprising fascination for the students. The battles of the Civil War, and the attitude of the editors towards Lincoln, were subjects of special interest. Then, too, there was an unprinted source of information. Old timers still lived who were only too glad to tell what they knew of Lawler.

As my knowledge of his career grew, I told stories of his life every chance the class offered. When the question of the Fifteenth Amendment came up, I gave Lawler's reasons for thinking it a hasty move. That he helped push the railroad through Northern Iowa into the Dakotas, gave me opportunities to talk of him during the chapter on the developing of the West. His attitude towards the Indians—and he had sojourned among the Sioux for some time on business for the railroad—was quite different from the average attitude of the time. Lawler's career helped to enliven and make concrete many important points in our post-Civil War period.

The boys gained great interest in the project—so much, that I wish now that I had given them a chance to take greater part in the actual research work. By the end of the year, they knew many things about a local hero, who had formerly been but a name to them. Lawler had become, as it were, a patron saint of the class. In September they knew him only as a benefactor of their school; by the end of the year, they knew that he had been a great business man, an educator, an orator, an inventor, a colonizer, a benefactor of humanity.

Such a rich unexploited field will rarely be found. But each locality will have some little known character, whose resurrection from the pages of dusty files, can become an interesting project for pupil and teacher alike.

# The International Forum

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## CONTEMPORARY JOURNALISM IN OCCUPIED FRANCE

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Despite the uniformity imposed by the imprimatur of the nazi officials of occupation, there is some instruction in the recent press output in defeated France. Paris remained attractive to the journals evacuated last June, partly because they could not buck the established provincial papers. Even so, the Parisian papers have been offering prizes, etc., as added attractions. The sales of the *Paris-Soir* (not to be confused with the old *Paris-Soir* published in the free area) probably do not reach the 1,200,000 copies claimed.

The first Paris number of *Aujourd'hui* appeared on September 10, 1940, with Henri Jeanson, a playwright, and Robert Perrier as editors. It advocated a complete rupture with England, a United States of Europe with the suppression of economic frontiers to make Europe dominant in any world scheme, and a European—not national—colonial policy. Francis Delaisi, the well-known economist, is a frequent contributor. As in nearly all other papers, news from Vichy came by radio or through Geneva.

Charles Dieudonné contributes most of the violent anti-Jewish material to *La France au Travail* which preaches a "moral revolution" without the aid of eleventh-hour revolutionists or Charles Maurras who is described as a "new old man." Alexandre Marteau and Jacques Dyssord are on the staff. Vendors of it also distribute fascist pamphlets. On September 23 it was quoting the Russian papers *Trud* and *Krasnaja Eveizda* to prove the quick defeat of England, especially in Egypt. The exchange of American destroyers for British bases was regarded as the beginning of the grand liquidation of the Empire.

The most ardent nazi paper is *Le Matin*. On October 2 it carried the first pictures of the destruction of London to appear in Paris, transmitted from London to New York, then by air-mail from New York to Berlin and Paris, accompanied by suitable headlines such as "Les Londiens à bout de nerfs." News about De Gaulle came mostly from Stockholm and Vichy. According to an underground booklet

circulated in Paris, a German colonel writes the rabid, anti-Jewish, anti-Masonic front-page editorials in faulty French. Both Jews and Masons are accused of making scandalous profits out of the social insurance. Taking French citizenship from the Algerian Jews by the abrogation of the Crémieux law of 1870 received flaming headlines October 9. Two days later the paper contained pictures of an anti-Masonic exhibit at the Petit Palais with documents showing that Masonic obligations were placed before ministerial duties. This recalls the raids on Masonic libraries whose collections were shipped back to Germany for study.

Significantly, *Le Matin* laments a snobbish scepticism about printed news which it blames on the pre-nazi French press which deteriorated under "occult" influences. It combats false rumors, the latest one being that the Germans had requisitioned all bicycles. It finds that only British propaganda and the un-American, Jewish-controlled New York press insist that France has lost her high position in our hearts. Colonel Knox's speeches are interpreted to mean that he expects England's collapse. Leaflets dropped by the British over France in August singled out *Le Matin* for special attack.

*Les Dernières Nouvelles de Paris, Organe de la Reprise Economique*, directed by Louis Burelle, was finally suppressed by the Germans on September 14. It contained much news on business meetings and plans, prisoners, and the press. The last issue used a French radio account, based allegedly on the *New York Times*, to show that a revolt in New Zealand had stopped the embarkation of troops. *Le Petit-Parisien* in October devoted itself especially to syndicalism, German collaboration, a new regime of unemployment insurance, and agricultural reform.

Under the direction of the defeatist Marcel Deat, and with Pierre Rousseau, Gabriel Lafaye and Bernard Grasset as contributors, the first edition of *L'Oeuvre* published in Paris is dated September 21-24. Other journals, particularly *Au Pilon*, have



chided this formerly radical paper, especially on the absence of Tabouis, the well-known female journalist. Also selected for criticism are the mysterious "J.M.R." as Jean-Michel Renaitour, ex-director of *La Griffe* and opponent of racial hatred, and the increasingly clerical Henri Jeanson. *L'Oeuvre* specializes on news of rebellion in the British Empire, and is more anti-Jewish than anti-Masonic. Charles Reber suggests in its pages, October 8, that the United States may recognize the totalitarian pact in the Pacific and isolate England.

One of the most informative journals is the fortnightly, *L'Exportateur Français*, which often contains directories and press reviews. In September it was agitated about the validity of decrees from Vichy, especially since the *Journal Officiel* did not appear in Paris until September 1.

The racial note is strong in the weekly *La Gerbe*, organ of La Volonté Française directed by Alphonse de Chateaubriant. It argues that "the idea of French racism includes a Franco-German alliance." The issue of September 5, which criticized the communist troops in the Corap army, campaigned for the honor of M. Clément Serpeille, grandson of the racist Arthur Gobineau, who had been arrested in June as "Hitler's agent," but really, *La Gerbe* argues, a "victim" of his name and Jewish influence.

After long negotiations, on November 1, in Paris there appeared the first number since the war of *Le Réveil du Peuple*, weekly organ of the French fascists, Le Front Franc, previously accused of receiving subsidies from Germany. This issue, under the direction of Jean Boissel, with the collaboration of Jean Drault, Roger Cazy, Auguste Feval, editor-in-chief, Max Laschett, chief of Front du Travail, Max Frantel, and Simone Chevallier, contains biographical sketches of its party and journal leaders and demands similar revelations from the rest of the French press. A slogan from Ch. Peguy—"To Make a Public of the People, Neither Bourgeois nor Populace"—decorates the front page. An editorial which criticizes the Vichy government for slow-moving justice emphasizes the martyrdom of French fascist leaders imprisoned during the war and alleges incidents of political assassinations at Bethune. Jean Boissel, who condemns World War combatants for betraying French youth into another war, demands discipline and in true Nazi censorship style refers to the war of 1939 not as a war, but a revolution.

Like *Au Piloni*, *La Gerbe*, and other anti-Semitic sheets, it contains weekly criticisms of other papers. It attacks Jeanson for defending the assassin of von Rath, *La France au Travail* for accepting articles by Pierre Vigne who had collaborated with the party's *bête noire*, Bernard Lecache, in combating racism, and laments the reappearance since September in Parisian kiosks of indecent "art" journals attributed to Jew-

ish influence. A weekly column is to be devoted to "undesirables" still in the Parisian government and special enemies of the fascists. Its regular press summary derives largely from *Petit Parisien*, *Deutsche Zeitung in Frankreich*, *L'Italie Nouvelle*, *La Gerbe* and the *Sturmer* from which it gets the story of Paul Reynaud's residence in Mexico and his Indian blood. A special feature is a page devoted to youth with advice to girls not to compete with men. Frantel, its art critic, writes in the vein that "the people have been the victim of an art which abandoned it."

The first number of *Le Cri du Peuple* (daily), October 19, organ of the "National and Social Revolution" of Jacques Doriot who advocates war against Britain, contains contributions from Henri Lebre, the editor, Georges Ray, Lucien Rebatet on internal politics and François Dature on foreign affairs. With praise for Petain, it advocates a return to the soil as does *Le Terre Française*, a new Parisian weekly. *Le Vie Nationale*, Doriot's organ directed by Jean Fontenoy, merged with *Lectures* 1940, first issued in August as a monthly, later as a bimonthly. Its first issue contained anti-American propaganda. (Doriot's anti-communist weekly, *L'Emancipation Nationale*, published in Marseille with contributions from A. Janvier and Albert Laurence, is often heavily censored.)

Now in its first year, the leading anti-Jewish, anti-Masonic weekly, *Au Piloni*, appears under the direction of Jean Lestandi and Robert Pierret as the mouthpiece of Renovation Française. *Au Piloni* promises to work closely with *Garde Française*. Obscene, coarse, it speedily used family history research for personal abuse. Yves Lemordant, Louis Tournayre, and Yvon Paulva add to its pages. Typical of its methods, it reprinted the autobiographical romance *Jacob* (1935) by Bernard Lecache, president of the Ligue Internationale Contre l'Antisemitisme et le Racisme whose weekly was the *Droit de Vivre*, to attack Jewish morality, and went back to the *Century Magazine* of 1928 to print an article by Elie Ravage, a Jew. It blames the Jews for the delays in the appearance of *L'Encyclopédie Française* and criticizes the Musée du Folklore for its link with the Popular Front and its unracial attitude. Its weekly attacks on newspaper writers and proprietors still in Nazi favor must cause some uneasiness. These include Deat, Jeanson, Renaitour, Wolffe, ex-director of *Marianne*, and Stanilaus de la Rochefoucauld.

Germany is glorified through pictures in *Signal* (special edition of the Berlin *Illustrierte Zeitung*) and *La Semaine*. The *Deutsche Zeitung in Frankreich*, now in its fifth year, but issued on October 5th for the first time since the occupation, does not yet equal the scope of the daily *Brüsseler Zeitung* (No. 1, July 1, 1940) under Dr. Viktor Muckel and Rudolf Sparing.



The clandestine *L'Humanité*, communist organ, appears occasionally. Since it congratulates those who risk heavy punishment for circulating it, *L'Avant-Garde*, and *La Vie Ouvrière*, one may assume that forbidden publications still get about. *L'Humanité* in September praised Stalin, ridiculed *La France au Travail* and other journals as sham revolutionists using anti-Semitism (criticizing the Rothschilds, but not the Wendels or the Schneiders) to fool the workers, and discussed the scandalous transfer of French bauxite to a foreign power during the war. It is largely concerned, however, with the release of imprisoned workers.

The Breton autonomist papers such as *L'Heure Bretonne* are flourishing, probably under direct German subsidy. Published at Rennes, this weekly in its first year runs box headings such as "La Bretagne? C'est la Suisse Atlantique de l'Avenir," a quotation

from W. Emmet, an American journalist, and "Orage en France?—Ordre en Bretagne!" One of its leaders, Olier Mordrel, has endeavored to capture the support of the Breton workers.

New names are appearing on the journalistic roll. The tolerated Paris press, full of all the war-time press tricks, does show some despair, but in moderate tones, and with little knowledge of unoccupied France. One is not impressed by the possible unifying force of the press, nor by any ardent pro-Vichy feeling. Even the censored press reflects French scepticism of printed news, but one cannot say these journals will not affect French opinion. There is hardly any correct interpretation of American news and little overt friendliness or concern about America. But the French press is useful for another reason—it gives us one more clue for penetrating the Nazi mind.

## Some Objectives in Modern European History

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### Objectives

The problem of objectives in social studies courses is a challenging one today, especially in the field of modern European history. With the world changing as rapidly as it is from the status quo set-up of the past, with its nationalistic ideals, to a new world order, which it is hoped will be established at the conclusion of this world conflagration, new social and economic ideas have made their way into the lives of people everywhere. Our chief problems center in which direction our democracy is headed and how we are to train our young people toward an appreciation of the American system and its democratic ideals.

The National Education Association sets up the following as ideals for the American Way of Life.

- It is a free way,  
allowing one to live according to his own conscience;
- It is a peaceful way,  
settling differences by elections and courts;
- It is a friendly way,  
judging success by happiness and growth;
- It is a coöperative way,  
emphasizing service to the common good;
- It is a democratic way,

based on human brotherhood and the Golden Rule.

It defines "Education for the American Way" as follows:

- It is universal,  
opening its doors to all the people;
- It is individual,  
helping each person to make the most of his talents;
- It is tolerant,  
seeking truth through free and open discussion;
- It is continuous,  
knowing that learning is a lifelong necessity;
- It is prophetic,  
looking always toward a better civilization.

Among the objectives for carrying out these ideals are given the following:

1. Self-realization, as the first purpose of our democracy;
2. Economic efficiency;
3. Human relationships (national as well as local);
4. Civic responsibility;
5. Cultivating the love of learning.<sup>1</sup>

<sup>1</sup> *Personal Growth Leaflets, The American Way of Life Leaflets* (Washington, D.C.: National Education Association).

### *Achieving the Objectives*

The first one, self-realization, can be carried out by home room activities. The second, economic efficiency, belongs possibly in the field of guidance, selecting a vocation, or a course in economics or business. The fourth, civic responsibility, let us place in the civics course. The fifth, cultivating the love of learning, may be impossible to achieve—unless we have reached the millennium. This leaves by a process of elimination, the third objective "human relationships" as the most practical for us to consider in the modern European history course.

What are some of the human relationships we should stress in this course? Perhaps these: Respect for humanity and life, toleration of the other fellow's ideas, the right kind of propaganda, honest dealings with neighbors (nations as well as individuals), appreciation of our democratic standards and ideals, coöperative living as citizens of the community, state, nation and world. The list is almost endless. Let us apply some of these to our course in modern European history.

Certain principles have guided nations in their actions toward each other since history began. Most nations have gone through definite stages of growth from the founding of the nation through its period of greatest achievements (Golden Age) and ended in decline and perhaps collapse. Take the Roman Empire, for an example in ancient times; and the possible collapse of the British Empire, at the present time. If we can point out the motives that prompted nations in the past to act as they have toward each other, with the results that naturally followed these acts, we ought to be able to give the pupil an interpretation of history that will help in an understanding of the modern world. For instance: Some of the world's troubles or problems today are aggression, nationalism, militarism, wars, treaties, the "isms" (naziism, communism, fascism) and propaganda. These have sometimes been called the "cross currents" of civilization. To show how these are a detriment to better citizenship and are destructive to a happy life is our job. Therefore a course of study based on these principles is of much more value than memorizing lists of dates, battles and the names of all the military heroes in a nation's history. If we accept nationalism as the main reason for Europe's misery to-day, let us consider it as a problem to be analyzed with this objective: How can nationalism be overcome so that Europe will be a better world? Not that we in the United States are perfect.

Work in current events is of great value here through a study of the aggressive actions of the dictators: Hitler, Mussolini, Stalin; and a consideration of the misery caused by the march on Austria,

Czechoslovakia, Poland and Finland. A character study of each leader gives not only an opportunity for biography work, but also involves the purposes of the dictators and what systems they seek to set up in Europe, as governments for their people. For example consider the nazi creed: "We all believe on this earth in Adolf Hitler our leader. We believe that National Socialism is the faith that alone can bring blessedness to our people." A discussion of this and of the values of these systems as compared to the democratic values will naturally follow. Here is a chance for some good American propaganda to show the good things we enjoy that are not possible in dictatorships such as why we value freedom of speech, press and worship; freedom to choose our own means of livelihood; free public education for all; etc. For example: "Was Yale University right in allowing Earl Browder to speak or was Princeton right in refusing him?" For a discussion of where freedom of speech ends, a good question is: "Has a person the right to shout 'Fire!' in a crowded hall?" Here is the place to go back into past history for the origin of the "freedoms" as a study of the English Bill of Rights, the circumstances that brought it about and how it became part of our Constitution. How nationalism began in Europe should be made the *factual* background for this problem.

In Unit IV of our text, Greenan and Gathany's *Units in World History*, the beginnings of the nations—France, Germany, Spain and England, are taken up. We added Austria, Poland and Finland in order to bring the countries now in the limelight in Europe into the discussion. After studying these foundations we worked by committees, assigning one nation to each committee and holding each responsible for considerable research work—even bringing the work down to recent times in each country. This brings forth such topics as: the political background of the people, the life of the people, social customs and important leaders who achieved things, wars, treaties, etc. By studying the past, Germany's present acts of aggression, or Italy's, or Russia's, are better understood in the light of history.

### *Results*

Some students made elaborate folders with plenty of material and some fell flat on the project and wasted time as one might expect. *At least* more interest was shown in contributing something to the recitation. A few did arrive at the conclusion that nationalism is different from patriotism and dangerous to the lives of other people and to the existence of small nations. As to a solution of the problem, a "United States of Europe" was discussed, based upon a recent Town Hall program. A report of the program was presented by a pupil who gave a sum-

mary of each speaker's address (an English lady from Australia, a German, a Russian, and John Gunther's comments). No little interest was shown in this appropriate broadcast. Any device that will arouse interest seems justifiable.

I have followed a similar procedure in studying wars and treaties, pointing out the similarities in causes for which nations have fought, the same reasons existing all through history, namely: selfish interests, colonies, exploitation of peoples, trade,

etc.; and that all treaties are fundamentally alike, imposing burdens and debts upon the conquered, only to arouse hatreds which foment into future wars of retaliation. The Treaty of Versailles is the best example of a vicious treaty leading to present conditions in Europe as the result. These are just a few illustrations of what we are trying to do in European history to get the pupils to *think* history and not *learn* it and to understand better the world they live in.

## Revised Historical Viewpoints

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### CATHOLIC PARTICIPATION IN THE INTELLECTUAL REVOLUTION

Robert R. Palmer questions the popular view that Catholic writers in France in the eighteenth century were antagonists of the philosophers.<sup>1</sup> He feels it erroneous to say that they opposed intellectual advancement. From a statistical study of a leading Jesuit journal, the *Journal de Trouvoux*, published from 1701 to 1762, when the Jesuit order was proscribed, he shows that this Catholic paper greatly aided in disseminating the new ideas in the physical and social sciences, as well as in art and literature.

He made a quantitative study of the number and kinds of items appearing in the journal, classifying some 4,000 items for periods of three years together for each decade, or one-third of the issues published. He admits he made no qualitative analysis save for a few exceptions. These show the articles free from the bias and intolerance usually ascribed to them by the philosophers whom he reminds us have been our sole source as to the "bigotry" of the Catholics. What the Catholics thought and wrote has not hitherto been subject to objective study, a project which he suggests should now be undertaken. Palmer's study shows there was an increasing inclusion of the ideas of enlightenment in the pages of the *Journal de Trouvoux*. From 1701 to 1750 the number of items on religion, history and philosophy declined, while those on science, art and letters, as well as practical and technical articles increased. It was only after 1750 that there was an increase in the works classified as "Applied Religion." These, including sermons, episcopal letters, etc. may be said to be direct appeals to protect the faithful against the

perils of the age. Thus the *Journal* may well be said to be one of the agents of the Intellectual Revolution.

### DEWEY AND THE GERMANS

A legend has grown up concerning hostile German maneuvers against Dewey at Manila. Accounts make it appear that such occurred on May 1, 1898 and that only a show of British friendliness prevented German action in behalf of Spain. New evidence submitted by Thomas A. Bailey<sup>2</sup> shows that this legend is due to the telescoping of events of July and August as occurring on May first; to distorting a general German-American friction over the blockade; and to misconceptions of the reasons for foreign naval maneuvers of August 13th erroneously ascribed to May 1st.

During May, June and early July, 1898, Dewey was not much concerned over the presence of German warships in the harbor. There were four ships present after June 20th under command of Admiral Diederichs. The German admiral showed friendliness and neutrality to the United States when on June 24th he refused to take action on the request of the Spanish governor that the neutral powers take over Manila. In July, however, there was friction over the German failure to heed the regulations of the American blockade. On July 7th Dewey sent a lieutenant to Diederichs with a list of grievances against German blockade violations. Diederichs expressed surprise, declaring that any violation was unintentional.

Before the final attack on Manila, German-American relations had become cordial. Dewey had not considered the previous differences important, for he

<sup>1</sup> Robert R. Palmer, "The French Jesuits in the Age of Enlightenment," *American Historical Review*, XLV (October, 1939), 44-58.

<sup>2</sup> Thomas A. Bailey, "Dewey and the Germans at Manila Bay," *American Historical Review*, XLV (October, 1939), 59-81.



made little reference to any and forwarded no evidence to the State Department or to the Navy Department on which any protest could be made. The State Department received reassuring despatches from American Ambassador White in Berlin that Germany had no hostile intentions against the United States. The only concern it showed was an inquiry to White concerning the size of the German fleet in the harbor.

On August 7th, when he was prepared to bombard Manila, Dewey notified the foreign ships to change their positions by August 9th so as to be out of the line of fire. As a result, from reasons of personal convenience in viewing the attack on the city and considerations of the best course to follow in view of crowded conditions in the harbor, each foreign commander followed his best judgment. The British went south near Cavite, Dewey's station, while the two French and three German vessels took stations to the north and west of Manila. The fourth German vessel in charge of four German ships of refugees remained in Marivales Bay some twenty miles southwest of Manila.

On August 13th, when Dewey left Cavite to bombard the city, two British ships followed and took up positions between Dewey and the Germans and

anchored in that spot. One German ship changed its station as the British position interfered with its view of the attack. The logs of neither German or British ships report any clearing for action. Instead they show the anchoring of their ships. This certainly indicates the lack of expected hostile naval demonstration. The logs of Dewey's seven ships did not refer to this maneuvering, nor did Dewey's reports, and none of the twenty-four newspaper correspondents, some of whom were on board the American ships, report this incident.

Later that day, after Manila surrendered, the German ship, *Kaiserin Augusta*, carrying the governor general, depose on August 5th, sailed for Hongkong. On August 15th, acting on a suggestion from Diederichs, the German government ordered him to proceed to Batavia to attend ceremonies in honor of the coronation of Queen Wilhelmina. Thus, certainly there was no German desire to oppose American occupation.

Bailey concludes that friction over the blockade, uncertainty over German intentions, enhanced by the disproportionate size of their fleet, and contrasted with British friendliness, created an atmosphere in which misrepresentation and legend found a rapid and tenacious growth.

## Review in the Social Studies

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*New York City*

As the present American educational system places great emphasis upon testing, teachers are constantly faced with the problem of preparing and administering sound review procedures so that students will be adequately prepared for examinations.

One of the growing trends in secondary education is toward standardized testing to determine: (1) the student's grasp of the materials which he has studied during his high school career; and (2) to determine his fitness to pursue advanced studies.

In those states such as New York which require considerable numbers of high school students to pass the so-called Regent examinations for advancement or graduation, review is of vital importance. Other states place emphasis upon semester tests and it is essential, as in the former case, that a sound review be provided. A number of students must also take college entrance board and teacher-training examina-

tions if they are to enroll in institutions of higher learning.

Although the student may have had an excellent grasp of the materials at the time it was studied, he will have forgotten many of the details by examination time if he has not reviewed. As courses of study in the high school contain much content material which must be covered during the course of the semester, the student must cover a large amount of material in a relatively short space of time.

The methods of review outlined here, while applicable to other subjects, are intended primarily for review in the social studies. These methods are:

1. The teacher should at the beginning of the review ask students to advise him of those phases of the work or those topics which should be reviewed to refresh their knowledge.

2. Because of the reticence of students to advise



the instructor of their weak points, a sound procedure will be to ask students to write out and hand in a list of these topics which they wish discussed in the review.

3. As only a limited amount of time is available for review purposes, the teacher must plan in advance the exact number of periods which can be allotted to the materials to be discussed.

4. One of the commonly used procedures is for teachers to conduct the review by assigning a certain number of chapters in the text which has been studied during the semester for each day's study. The formula for determining the number of chapters to be assigned each day is:

$$\frac{\text{Total number of chapters to be reviewed}}{\text{Number of periods available for review}} = \text{Number of chapters to be covered each period.}$$

5. The teacher should pre-determine the chapters which he is going to assign for the following day's work and then draw up a list of pertinent questions which will drive home to the students the essential materials contained therein. He should go one step further and when assigning the outside work to encourage students to bring to class in written form such topics which they wish discussed in this assignment.

6. Word lists consisting of events and personalities should be built up by the students and they should be encouraged to associate one with the other and in that manner grasp the content material more thoroughly.

7. During the course of the semester the teacher should encourage students to take notes on class lectures and activities. These may be used as a supplement to the review which the teacher conducts in class, that is, these notes will provide a basis for the students' review during study periods or at such other times as they may wish to study. It might be well during the course of the term for the teacher to make necessary inquiry to ascertain if students are taking sufficient notes in class in order to build an outline for their review purposes.

8. Any individual materials such as projects, reports, outlines, term papers, and other extra credit work should be returned to the student prior to the examination. These will, as previously indicated, serve as a further aid in refreshing the students' mind of the semester's work. At the beginning of the school term, plans should be drawn so that this supplementary work will ultimately be of value in the review process.

9. To provide uniformity of review in those school situations where there are many classes of similar nature, thought should be given to preparation and mimeographing of true-false and comple-

tion tests as well as multiple choice statements. These tests should be of short duration and the teacher should distribute them at the beginning of the class period. A definite time allotment should be made, generally not more than twenty to twenty-five minutes, after which students should be instructed to exchange papers with fellow students. The teacher should then give the pupils the correct answers and if time permits should answer any questions raised on the content of the practice tests.

10. To motivate student interests and cultivate proper attitude toward review, the teacher might introduce the idea of quiz contests which have attained great popularity in this democracy. The teacher should appoint two captains, each of whom shall have charge of his respective team and the class should be divided as equally as possible. In this manner, a considerable variety of questions will be brought to the attention of the entire group.

11. Whenever possible, visual aids should be used as one of the chief means of review in the social sciences. A number of motion pictures particularly applicable to the review of economics are available. Units on transportation, communication, manufacturing, and agriculture can usually be obtained either free of charge or at a minimum of cost. Business organizations are very willing to cooperate with school authorities in this matter.

### Conclusion

While the majority of students have undoubtedly mastered the units of learning during the course of the semester, they will by examination time have lost their grasp of many of the essential details. For this reason, the showing of considerable numbers of students will rest upon the thoroughness with which the teacher conducts the review. Informality must prevail if the teacher is to obtain the maximum of results. Through informality, students are put at ease and where not under mental tension, will probably grasp the subject matter more readily. The reticent students should be encouraged to participate in the review.

Previous examinations should be utilized as a means of giving the student a picture of what the examination may be like. A number of review books in the social sciences incorporate Regents examinations for the purpose heretofore mentioned. The teacher as well as the student can profit from a cursory review of previous examinations so that he will be able to judge whether his own review has covered the materials embodied in previous examinations.

As far as possible, a definite teaching program should be inaugurated at the beginning of the semester as provisions can be made at that time to allot a sufficient number of periods for review at the end

of the semester. The importance of student attendance at classes during the review period should be stressed by all teachers. Within reasonable limitations, the reviews should be conducted in a coöperative fashion for it is possible through this method to establish better student-teacher relationships without loss of the objectives in view.

Because of the insistence of employers that young

people entering their organizations attain a reasonably good scholastic standing, emphasis should be placed on the achievement of a well-balanced record. Furthermore, as considerable numbers of our colleges now admit students on the basis of their high-school achievements, teachers should stimulate their students to work to the very best of their ability.

## What the Beginning Teacher of Government Needs to Know

ALLAN M. PITKANEN

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In these days before cannon begin to roar and bombs drop in this country it is not so much the development of mechanical skills that is important as a duty of our schools as is the need for intelligent instruction in government and the meaning of true democracy. Information concerning the techniques of this instruction has been all too rare in our educational periodicals. Thus these few suggestions of teaching procedures are presented to those who are about to enter professional teaching of government and to those already in the field who have wondered about "how is it done?"

The attitude of the teacher is of vital importance; he should be fully aware of his distinct privilege in molding future citizens who will be greatly influenced by his interpretations. This attitude toward government as a subject should be definitely open-minded and critical; open-minded because of the vastness and complexity of the subject; critical because the functioning of all governmental activities depends on human beings like themselves, liable to errors of knowledge and judgment. The world is a government laboratory; tests and experiments constantly take place in it; and, therefore, self-directed research is vital as a preparation for the teaching of the subject.

The pupil should be aware that he, too, by being enrolled in the class, is beginning a study that is to last a lifetime—at least, it ought to; that a class in government is not just *another* class. Therefore, his interest must be aroused if he is to continue to be conscious of his civic responsibilities. The learning of specific data is essential, too, but thinking and interest in governmental procedures is more essential. If the study is made interesting, facts will be mastered without much urging. The teacher, in his open-mindedness, should be a learner with his pupils; if certain problems are vague and the answers

to them unknown, he should admit his lack of factual material on them so as not to give false interpretations, and both teacher and group should work together for their solutions.

The purpose of the study: *to make good citizens*, must not be forgotten. The teacher himself should be an example of what he wants his pupils to be as citizens. He should read widely and discriminately on government from all available sources, use the library facilities, and check the summarized reading done by his pupils regularly.

The whole group should really know the *actual* conduct of public affairs by those in office. If possible the group ought to attend as many real-life political and governmental meetings as can be arranged in order to get first-hand information on their processes and purposes. Any election provides ample opportunity for learning. The pupils should be required to study personally in detail various problems of government, preferably local, and write papers on them. These papers should be discussed and perhaps even published in part, if not completely, in the school or local newspapers. Essay contests on topics suitable for the government class should be encouraged, even if it is for the additional mental exercise in thinking deeply on a given subject.

Class procedure should be pervaded with informal discussion and freedom of speech. Where there is ground for legitimate differences of opinion, expression of different ideas should be encouraged and every effort to force uniformity of thought should be avoided. Persuasion is always better. Let us really begin to practice the spirit of democracy in our schools; how else can our future citizens know how to practice and cherish it in a world of confusing isms? Controversy should be welcomed on controversial questions as long as serious thinking is done.

The teacher should be able and willing to "give-and-take." A "Congress" has often brought out the proper spirit of discussion about governmental problems. Here, in the classroom, various problems before the Federal Congress, as well as imaginary ones, can be aired and at the same time can give a somewhat realistic experience on the conduct of government to those involved. Encourage an active, healthy concern in matters of local government, too. It is still true that a tree is no sounder than its roots.

Emphasize the need to clean up politics. Unless an active interest is created, politics will remain the sordid mess it usually has been. The teacher is responsible for knowing the actual machinery and operation of politics, its good and bad sides, and this information must be given to his pupils. The simple truth should be told and encouragement given to cause pupils to search for it themselves. The youngsters should be given to know that the eradication of evil conditions or the continuation of good conditions in their community, state, and nation, depends on them when they become voters.

Then, there is the attitude of public controversy to be kept in mind. Sometimes, for the social science teacher, this is all too obvious. However, two facts must not be forgotten by the teacher. First, no teacher can do his best operating under a gag-rule; second, the teacher, a public servant supported by public funds, expects to retain his position regardless of partisan considerations. These appear as opposites, but teachers, for their own protection, must exercise good sense and tact in their approaches to ticklish situations. The well-thought-out, intelligent way is always superior to one colored with emotion. All

controversial matters should be presented from all points of view, insofar as the teacher can do it. Having stated the various sides of a given question, there should be no objection in a democratic United States to a teacher stating his own preference with specific reasons expressed.

Be very careful to avoid personalities in criticizing existing evils. Leave that to the pupils; they are not blind. However, in all cases, pupils should be given the same freedom of speech which the teacher assumes for himself. A test of successful instruction in democracy is indicated when the pupil feels he can dispute a position advanced by the instructor without harming his own standing. He may even clarify some issues that have been vague to the teacher and, in turn, improve his viewpoint. Pupil contributions should be acknowledged and shown for their worth—graciously, of course. Any attempt at infallibility will go far to destroy pupil confidence in the teacher and interest in the subject. The teacher must prove his ability to be worthy of the group in order to be effective.

In this changing and chaotic world it is apparent that mastery of the physical sciences has good and evil values. It appears that now the acid test for social sciences has come. It must be proved that the social sciences are essential in building up a better world out of the ruins into which human relationships have drifted. There is a challenge for all teachers today. Teachers of government can rightly be expected to be missionaries of good government. It is only through good teaching of it that a better democracy can be had after these critical war days are over.

# The American Way<sup>1</sup>

## An Historical Radio Playlet

ESTHER MARIE HUMPHREY

*Illinois State Normal University, Normal, Illinois*

### *Announcer's Script:*

Hello, friends. During the next few minutes, an American historical playlet will be brought to you entitled "The American Way." The cast includes:

Mary Brown—an American school girl.

Fred Brown—an English refugee who is living at Mary's home.

Pierre Laval—a French boy who has been living in America with his family for a year.

Time—the present.

Scene—in a park in Washington, D.C., near the new National Gallery of Art.

(The members of the cast may sit on the platform, rise and stand near the microphone to read their parts. If desired, the speeches may be memorized and given in regular playlet form.)

Fred: Do you realize that it has been two months since I've received a letter from home?

<sup>1</sup>This play was written and presented for a radio broadcast by the citizenship class composed of juniors and seniors under the direction of Esther Marie Humphrey, Supervisor of Social Studies, University High School, Illinois State Normal University.



Mary: That has been a long time, hasn't it?

Fred: And the tragic thing about it is that I don't even know whether my father and mother are living.

Mary: As long as you are staying with us and attending school, I'll do everything I can to make you feel at home.

Fred: You don't know how much I appreciate your family's kindness toward me, but you know how it is—I guess it's just natural to get homesick now and then.

Mary: Yes, I understand. But you are glad you are in America, aren't you, Fred?

Fred: Yes, I'm very thankful to be here, and I've learned to know that your country is a land where more than anywhere in the world, the people have had a vision of better things.

Mary: I'm glad to hear you say that, Fred, but just what has impressed you about the American way?

Fred: Your political, religious and economic freedom have impressed me, Mary. Your belief in the right to choose those who govern you, your belief in the freedom of speech, of assembly, of the press and of the right to worship God in your own way are surely characteristic of the American way of life. I am glad that many of the liberties which England has handed down through the centuries have been preserved. As for the economic liberties, you believe in the right to choose one's profession and to follow it without a dictator.

Mary: And I would add to your economic liberties that we believe in freedom of contract, the right of private property and its inheritance at one's death.

Fred: Furthermore, I have observed that because of this economic, political and religious freedom, the welfare of the common man has been promoted, there is equality of opportunity and justice and there is due respect for the individual.

Mary: These things which you mentioned have always been a part of the American dream—a term which is used by James Truslow Adams, who is one of our historians. Our people have struggled from the colonial days to the present in order to make this dream come true. Much tribute has been paid to our great American leaders, particularly Washington and Lincoln who have worked so hard to make this dream come true.

Fred: Every time I read about your American heroes, I am inspired by the hardships they endured such as the struggle for independence, their fighting with the Indians, the establishment of the national government, the winning of the West, the maintenance of the Union through the Civil War and the rise of America as a world power. When I look back upon your history, I realize that there have been crises in the past; but isn't it true that we are undergoing a great crisis now?

Mary: Yes, we surely are, and I believe that in addition to commemorating our past heroes, we should also pay tribute to our present great leaders, who are trying so hard to maintain the American way.

Fred: Won't it take courage and foresight to defend, preserve and transmit your American system of government with its 130,000,000 population composed of many nationalities?

Mary: Yes, and saying things is easier than doing them. It is easier to praise the deeds of our great heroes than to do something on our part to preserve democracy.

Fred: I think it is a very good thing to commemorate your great heroes who have helped to make possible the American way, but it should be shown that they achieved their victories only by struggles with opposing forces. I believe these struggles of the past should be projected into the present in order to show that we too live in a land where there are people still struggling to overcome the forces of darkness and are working for better things.

Mary: It seems that young Americans of today must be inspired in some way to continue the struggle for the realization of the dream for justice and opportunity for all which have inspired our Americans in the past.

Fred: You mean to say then that youth must be inspired to be a part of that struggle for better things?

Mary: The one thing about American life that we must not forget is that we should take the responsibility to do what we can for our descendants by enlarging and enriching the heritage which our forefathers struggled to give us.

Fred: Just as we stress patriotism, wouldn't it be well to also put emphasis on a program of civic education? Just as you need an army, a navy and an air force to defeat invaders, so you also need an army of well-trained citizens to help settle the problems of the future so that the American way of life may be maintained even in a time of stress. But how could such a system be carried out?

Mary: Don't you think our schools are already playing an important part in carrying out this program of civic education? Don't you recall that the theme for Education Week this year was "Education for the Common Defense?"

Fred: Oh, I suppose I had one of my homesick spells about that time and consequently don't remember much about it. I have only attended your American schools for one semester, but I noticed much effort on the part of the teachers to stress civic loyalty. What would you say were the most far-reaching things that the school does to help preserve democracy?

Mary: By teaching an understanding of our local, state and national governments. Pupils are taught



to respect rules. Moreover, they take part in student government, discuss current events, and serve on committees.

Fred: This training is surely necessary since a good citizen must understand how his government works. He must do what he can to prevent crime, unemployment, etc.

Mary: He can also work toward a better social order by working in groups that help form public opinion and by voting to promote the welfare of the common man.

Fred: It seems to me that your American way is a part of our everyday living in our home and our schools as well as it is a part of our local, state and national government.

Mary: Yes, and we should not only know how to vote intelligently, but should do our share to make life better without being told those things we should do as members of a free society.

Fred: I'm quite sure that liberty is appreciated more than ever now, since it is being lost in many parts of the world. Through our study of history, we learn of the long struggle for liberty; also, that your economic problems which are discussed especially in our social studies classes are brought to grip in reality. We shall have to face realities and learn how to spend wisely, if the financial system of the rest of the world is endangered.

Mary: There may be dark days ahead or things may turn out better than we even hope; one thing which is certain is that we must sense preparation.

Fred: The logical time for us to prepare is right here in school. In addition to our emphasis on civic education, I believe we should not forget our responsibility to enrich our cultural life through fine music, literature, friendship, appreciation of nature and the great inventions of man.

Mary: I believe that our democratic government is being appreciated more and more as we study the ruthless policies of nazism, facism and communism.

Fred: Well, your American way of life does mean much when one realizes that the dictators have suppressed representative government, outlawed opposition parties, restricted religious tolerance and assumed complete control over all phases of the nation's life.

Pierre: Bonjour mademoiselle and monsieur! Zere is much going on today. I have seen many people and zere are many visitors.

Mary: There does seem to be a big crowd. I guess they are looking at the new art building.

Pierre: Of all the people I would like to see, I weesh I could see Monsieur Roosevelt ze most.

Fred: You believe in the American President then too, don't you?

Pierre: Oui, Monsieur Roosevelt tries to make America ze example of a country where ze peace will be

glorified more zan war, and kindness more zan brutality.

Mary: Yes, Pierre, we do live in a free country, and enjoy our liberties, and should realize more than ever what it means to be an American.

Pierre: I appreciate living here when I realize zat my kusin and friends are living in ze occupied part of France.

Fred: Just as your country was a place of refuge for those who had suffered from religious and political persecution, may it still be a country where peace will be preserved in a world in which war is raging.

Mary: My hope is that good will overcome evil and when the time comes America can do its part in making a better world out of the wreckage of the old.

Fred: Then you will have fulfilled your part in the American dream which was the purpose of your ancestors—that of securing equality, opportunity and justice for all, and enlarging the heritage of the past for our future generations.

Pierre: I weesh ze American way will be maintained too. I have read about your president so much that I would like to see him. Wouldn't it be wonderful if I could see ze President right today?

Mary: Look, Pierre! There is the President. He is inspecting the new art building.

Pierre: Now, I am happy. Oh! He is wonderful. Now I know he is ze strongest and best leader of people in the world.

Mary: I'm glad that your wish to see the President has been fulfilled, Pierre.

Fred: My hope is that your President can continue to lead the country successfully through the present world-wide crisis, and that youth as well as the older people will have faith in him.

Mary: Speaking of youth, we recall that after the World War youth in Germany, Italy and Russia thought anything was better than their present plight, so they listened to the doctrines of nazism, fascism and communism in the hope of finding an everlasting remedy for their social and economic problems. We hope that our youth will not be led by these leaders.

Fred: I like to think of our troubled times as Washington did many years ago, "We have erected a standard to which the wise and honest may repair: The event is in the hands of God."

Mary: Every country has its problems to solve. So far, the American way has served us well, and it is still serving us better than any other system in the world.

Fred: My belief is that through your homes, your education and your church, youth will be so imbued with the spirit of Americanism, that the American way will be preserved even in times of stress.

# Bibliography of Social Studies Textbooks for Junior and Senior High Schools

In order to make the list as complete as possible, most of the textbooks listed last year have been included, as well as new books published since then. The textbooks have been divided into the following eleven groups for easy reference:

Junior High School American History  
Senior High School American History  
Early European History  
Modern European History  
World History  
Civics  
Commercial Geography  
Economics  
Government  
Problems of Democracy  
Sociology

Due to the length of this list, it has been impossible to give as complete a description of each book as we would like. However we have been able to list the author, title, publisher, etc., together with a very short publisher's description of each title.

Publishers of the various books will be glad to furnish detailed information about their publications.

## JUNIOR HIGH SCHOOL AMERICAN HISTORY

Barker, Eugene C., Commager, Henry S. and Webb, Walter P. *THE BUILDING OF OUR NATION*. Evanston, Illinois: Row, Peterson & Co., 1941. Pp. 796. \$1.92.

A social and economic history of the United States, illustrated in four colors.

Blegen, T. *BUILDING MINNESOTA*. Boston: D. C. Heath & Co., 1938. Pp. 478. \$1.48.

A colorful presentation of a great state's development. Abounds in social and economic material.

Burnham, S., and Jack, T. H. *AMERICA OUR COUNTRY*, Complete Volume. Philadelphia: John C. Winston Co., 1937. Pp. 636. \$1.60.

Topical rather than strictly chronological treatment of complete United States history.

Burnham, S., and Jack, T. H. *AMERICA OUR COUNTRY*, Part One. Philadelphia: John C. Winston Co., 1937. Pp. 370. \$1.00.

Begins with a brief story of the events preceding the discovery of America, and carries through to 1789.

Burnham, S., and Jack, T. H. *AMERICA OUR COUNTRY*, Part Two. Philadelphia: John C. Winston Co., 1937. Pp. 343. \$1.00.

Begins with the formation of the Federal Government and continues to the present time.

Casner, M. B. and Gabriel, R. H. *THE RISE OF AMERICAN DEMOCRACY*. New York: Harcourt, Brace & Co., 1938. Pp. 706. \$1.72.

A history for grades 7 and 8 which is built around the democracy theme. It is a complete revision of Exploring American History.

Chadsey, C. E., Weinberg, L. and Miller, C. F. *AMERICA IN THE MAKING*. Boston: D. C. Heath & Co., 1939. Pp. 783. \$1.76.

Dramatic presentation of the facts of history related to current events, civics, and their geographic settings. Two volumes.

Clarke, E. G. and Herriott, M. E. *THE MACHINE AGE*. New York: Charles Scribner's Sons, 1941. Pp. 576.

An industrial history of the United States containing material which most schools are asking for and have not been able to find in language simple enough for the student to use.

Freeland, G. E. and Adams, J. T. *AMERICA'S PROGRESS IN CIVILIZATION*. New York: Charles Scribner's Sons, 1940. Pp. 669. \$1.60.

A basic textbook in United States history of the seventh and eighth grade level, emphasizing the social and economic elements of national growth.

Jones, G. J. and Sleman, E. F. *HISTORY IN BIOGRAPHY: MODERN WORLD SETTINGS IN AMERICAN HISTORY*. Boston: D. C. Heath & Co., 1939. Pp. 383. \$1.20.

World background of the development of democracy shown through biographies of vivid personalities, chiefly in the 19th and 20th centuries.

Knowlton, D. C. and Harden, M. *OUR AMERICA, PAST AND PRESENT*. (The Westward March of Man). New York: American Book Co., 1939. Pp. 838. \$1.76.

A broad interpretation, richly written and illustrated, emphasizing the social, economic, and cultural aspects of the development of our nation.

McClure, C. H. and Yarbrough, W. H. *THE UNITED STATES OF AMERICA*. Chicago: Laidlaw Brothers, 1937. Pp. 672. \$1.68.

Written with emphasis on the social and economic aspects of American history.

Moon, G. W. *STORY OF OUR LAND AND PEOPLE*. New York: Henry Holt & Co., 1938. Pp. 564. \$1.92.

A brief, stimulating American history, made interesting by skillfully chosen facts and unusual illustrative material.

Nichols, R. F., Bagley, W. C. and Beard, C. *AMERICA YESTERDAY AND TODAY*. New York: The Macmillan Co., 1938. Pp. 798. \$1.80. In two volumes, \$1.40 each.

The splendid pageant of American life, then and now, is revealed in story and picture in these histories for pupils of the junior grades.

Reynolds, J. *OLD WORLD ORIGINS OF AMERICAN CIVILIZATION*. New York: Noble & Noble, 1938. Pp. 304. \$1.20.

Stress is placed upon the social background and the causes of events rather than the mere dates and battles as in earlier texts.

Robbins, C. L. and Green, E. *SCHOOL HISTORY OF THE AMERICAN PEOPLE*. Yonkers-on-Hudson, N.Y.: World Book Co., 1937. Pp. 612. \$1.40.

Makes effective application of problem-study method. Social, economic, and political factors are covered. Interesting, impartial, and accurate.

Rovner, M. B. *MASTERY UNITS IN AMERICAN HISTORY*. New York: Colonial Book Co., 1936. Pp. 314. 50 cents.

An authoritative text, following New York syllabus requirements. Emphasis upon economic, social, and cultural aspects of American history.

Southworth, G. Van D. and Southworth, J. Van D. *AMERICAN HISTORY*, Complete Edition. Syracuse: Iroquois Publishing Co., Inc., 1940. Pp. 576. \$1.68.

From our country's discovery to present day. Outstanding events of Roosevelt Administration included. Up-to-date, complete content; simple, interesting presentation.

(Continued on page 123)

# ILLUSTRATED SECTION

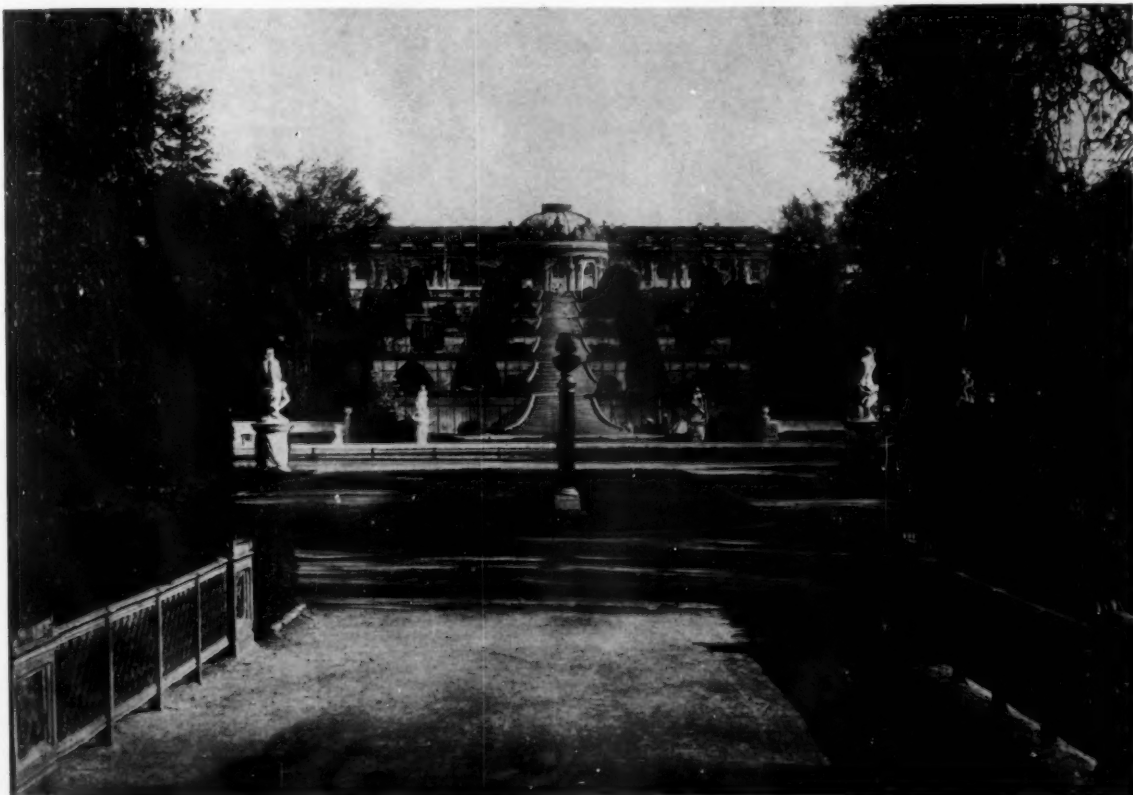
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*Edited by DANIEL C. KNOWLTON  
New York University*

## PRUSSIA UNDER THE ENLIGHTENED DESPOT, FREDERICK THE GREAT



*Courtesy of German Railroads Information Office, New York*

Frederick the Great, in coöperation with his architect, Von Knobelsdorff, drew up plans for the building of this palace at Potsdam—the so-called “Pleasure Palace on the Royal Weinberg”—while he was still fighting for Silesia. The hill was fashioned into six terraces and the palace crowned its peak. All about it was a park ornamented with statues. Immediately on its completion Frederick took up his residence here and it remained to his death his favorite place of refuge. “Quand je serais là, je serai sans souci.” (“When I am there, I shall be free from care.”) “Sans Souci” was inscribed in gold letters over the door. It is the Prussian Versailles.

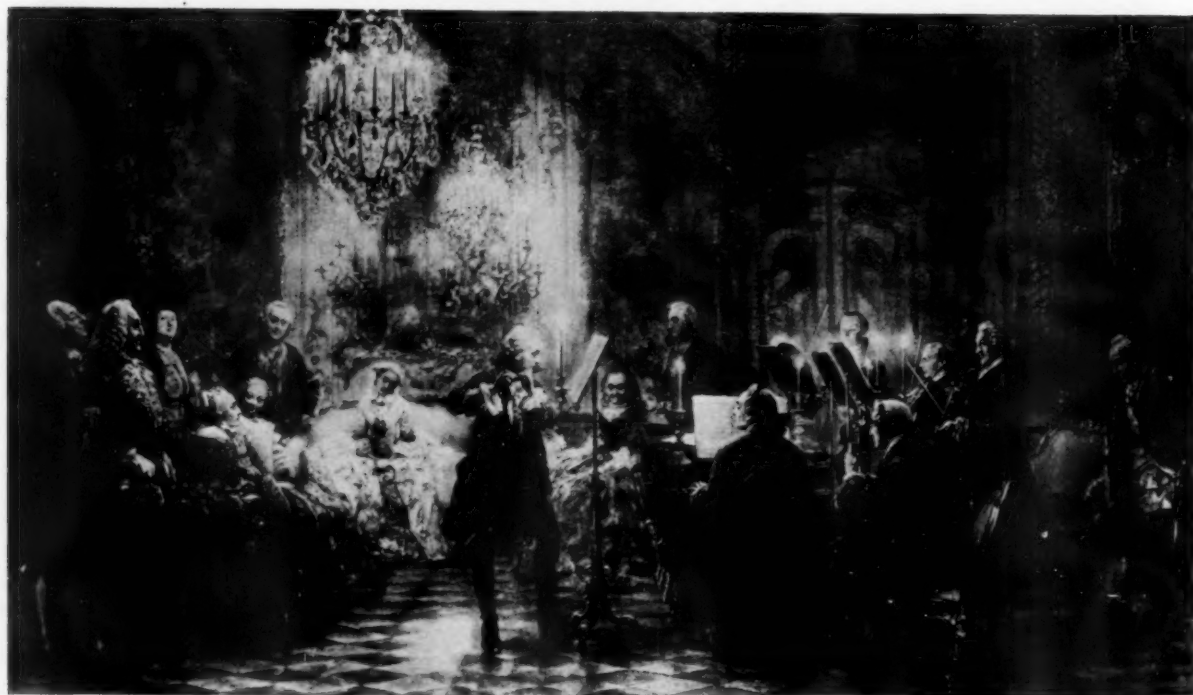


## PRUSSIA UNDER THE ENLIGHTENED DESPOT, FREDERICK THE GREAT



*Courtesy of House of Art, New York*

The artist, Adolph Menzel (1815-1905), although not a contemporary, has faithfully portrayed the important aspects of the life and activities of Frederick the Great. The king and his carefully chosen guests, consisting of favorite generals and literary and scientific celebrities, sat about a great round table in the dining room of Sans Souci under the dome in surroundings characteristic of the age of rococo. They often lingered from eight-thirty until midnight in an interchange of art and *bon mots*. Voltaire, who at the king's invitation resided here between 1750 and 1753, and who served as a kind of literary mentor to the king, is shown at the left.



*Courtesy of House of Art, New York*

The hour before the evening meal at Sans Souci was usually given over to music and Frederick played his favorite instrument, the flute, to the accompaniment of the spinet. He often played his own compositions. His interest in music prompted him to build the Berlin Opera House and caused him to write John Sebastian Bach to visit him. The latter's son was in the king's service as spinet player. Quantz, the king's music master, is at the extreme left. The king's favorite sister is sitting on the couch in the center.

## PRUSSIA UNDER THE ENLIGHTENED DESPOT, FREDERICK THE GREAT



Musketeers or fusileers, forming the rank and file of the infantry. Much of Frederick the Great's life was spent with the army and on the battlefield. Menzel brought out two collections of drawings of "Frederick the Great's Army in Their Uniforms" and "Soldiers of Frederick the Great" from which the pictures on this and the following page are taken. The Prussian State and the Prussian army "had cast its spell over the mind of Europe" to such an extent that his army organization, equipment, and maneuvers were imitated by his neighbors. The Prussian army became the model for Europe.

Grenadiers of the Guard of the period of the Seven Years War, the successors of the tall soldiers of Frederick's father which were disbanded at his accession to the throne. Frederick made great use of bayonet charges.



## PRUSSIA UNDER THE ENLIGHTENED DESPOT, FREDERICK THE GREAT

Engineers, including an officer, an under officer, and a private. The officer class in general was recruited from the nobility. This gave rise among the nobility to the saying, "The king's bread is always the best."



So hard-pressed was Frederick in the final struggle against his enemies that his army included many volunteer soldiers. The chaplain in the background is apparently soundly berating this group, as they gamble for the booty.



Starkey, G. W. **MAINE, ITS HISTORY, RESOURCES AND GOVERNMENT.** New York: Silver Burdett Co., 1938. Pp. 272. \$1.40.

A supplementary reader presenting in story form a general view of the historical and industrial development of Maine.

Vannest, C. G. and Smith, H. L. **SOCIALIZED HISTORY OF THE UNITED STATES.** New York: Charles Scribner's Sons, 1940. Pp. 694. \$1.72.

Organized by great topical units in our development such as trade, transportation, agriculture and industry, and the social advance of the people in step with material progress.

West, R. and Willis, M. **THE STORY OF OUR COUNTRY.** Boston: Allyn and Bacon, 1940. Pp. 587. \$1.80.

A colorful history of the growth and development of the people of America.

Wirth, F. P. and Thompson, W. **A HISTORY OF AMERICAN PROGRESS.** Boston: D. C. Heath & Co., 1938. Pp. 623. \$1.24.

Accurate, teachable story of American sociologic, economic, cultural, and political development. Instructional difficulties minimized. Excellent study helps.

Woodburn, J. A. and Hill, H. C. **OUR COUNTRY, Parts 1, 2, and 3.** New York: Longmans, Green & Co., 1938. Part 1, Pp. 305; Part 2, Pp. 312; Part 3, Pp. 327. \$1.08 each.

Specially written to meet the requirements of courses dividing the subject into three terms' work. Abundant testing material, things to do, etc.

#### SENIOR HIGH SCHOOL AMERICAN HISTORY

Adams, J. T. and Vannest, C. G. **THE RECORD OF AMERICA.** New York: Charles Scribner's Sons, 1940. Pp. 966. \$2.20.

A socialized, topical unit textbook, divided into eleven major units, with teaching and learning helps of superior type, attractive illustrations, and helpful maps and graphs.

Allison, J. **UNIT OUTLINES IN AMERICAN HISTORY.** New York: College Entrance Book Co., 1938. Pp. 256.

Each unit traces an important historical development. Current problems, isotype illustrations, charts. Meets standard syllabus requirements.

Barker, E. C. and Commager, H. S. **OUR NATION.** Evanston, Illinois: Row, Peterson & Co., 1941. Pp. 1032. \$2.48.

A well-balanced textbook in American history emphasizing the social, economic, political, and cultural life of the American people.

Beard, C. and Beard, M. **THE MAKING OF AMERICAN CIVILIZATION.** New York: The Macmillan Co., 1937. Pp. 932. \$2.20.

This is a magnificent American history in which the boundaries of history study are extended as never before to encompass the whole of the great American heritage.

Brannan, C. C., Brannan, E. G. and Brannan, C. **TOWARD THE FUTURE IN AMERICA.** Wichita, Kansas: McCormick-Mathers Publishing Co., 1939. Pp. 224. 80 cents.

A United States history study guide in eight chronological and four topical units; keyed to twenty-two outstanding United States history textbooks.

Canfield, L. H. and Wilder, H. B. **THE UNITED STATES IN THE MAKING.** Boston: Houghton Mifflin Co., 1937. Pp. 842. \$2.20.

Part I is a chronological treatment of American history through the Civil War; Part II deals with four major topics since 1865—Industry, Social and Cultural Progress, Foreign Relations, Politics.

Carmen, H. J., Kimmel, W. G. and Walker, M. G. **HISTORIC CURRENTS IN CHANGING AMERICA.** Philadelphia: John C. Winston Co., 1938. Pp. 866. \$2.40.

The unbiased story of America from its origin in the Old World to the complex nation of today.

Clark, J. L. **A HISTORY OF TEXAS.** Boston: D. C. Heath & Co., 1940. Pp. 568. \$2.00.

A fine balance between romance of past and promise of future. Emphasizes development of agriculture, natural resources, and industry.

Commager, H. S. and Nevins, A. **THE HERITAGE OF AMERICA.** Boston: Little, Brown & Co., 1939. Pp. 1152. \$2.40.

252 selections by eye-witnesses of American history, telling the complete story from Leif Ericson up to the New Deal.

#### History Come Alive!

##### THE HERITAGE OF AMERICA

Tells what people saw, felt, and did while America was in the making.

LITTLE, BROWN & CO., PUBLISHERS, BOSTON

Downes, Fraser, Pikholtz and Donovan. **VISUALIZED UNITS IN AMERICAN HISTORY.** New York: College Entrance Book Co., 1937. Pp. 307.

A concise text offering valuable chapters on Highlights of American Culture, Postwar America, and Principles of American Government.

Faulkner, H. and Kepner, T. **AMERICA: ITS HISTORY AND PEOPLE.** New York: Harper & Brothers, 1938. Pp. 866. \$2.20.

A completely up-to-date revision of the 1934 text, presenting a full panorama of American history up to the assembling of Congress for its 1938 session.

Forman, S. E. **OUR REPUBLIC.** New York: D. Appleton-Century Co., 1937. Pp. 949. \$4.00.

A one-volume history of the United States on its social, economic, and political development through 1934.

Guiteau, W. B. **HISTORY OF THE UNITED STATES FOR SECONDARY SCHOOLS.** Boston: Houghton Mifflin Co., 1937. Pp. 798. \$1.96.

The book is organized in eight parts, in which eight big movements are discussed in chronological order.

Hamm, W. A. **THE AMERICAN PEOPLE.** Boston: D. C. Heath & Co., 1938. Pp. 1130. \$2.20.

Courageous, impartial treatment of the social, economic, political aspects. Teachable organization. Modern study helps. (Heath's Correlated Social Studies.)

Harlow, R. V. **STORY OF AMERICA.** New York: Henry Holt & Co., 1937. Pp. 812. \$2.20.

A full-length narrative history—cultural, social, and political—which foreshadows the current problems confronting American citizens.

Lamm, L. **BIOGRAPHICAL SKETCHES IN AMERICAN HISTORY.** New York: College Entrance Book Co., 1937. Pp. 168. 50 cents.

Lamm, L. **AMERICAN HISTORY AND CIVICS.** New York: College Entrance Book Co., 1940. Pp. 233. \$0.40.

Lawson, F. M. and Lawson, V. K. **OUR AMERICA, TODAY AND YESTERDAY.** Boston: D. C. Heath & Co., 1938. Pp. 876. \$2.20.

Basically American history with expert fusion of sociology, economics, and civics for below-average students. Study Guide. Teachers Guidebook.

Muzzey, D. S. **A HISTORY OF OUR COUNTRY.** Boston: Ginn & Co., 1936. Pp. 856. \$2.12.

A new final unit (IX, 1939 copyright) brings the narrative down to 1940.

Rovner, M. B. **MODERN AMERICA.** New York: College Entrance Book Co., 1941. Pp. 298. 40 cents.

A thorough treatment of all the leading social, economic, and political problems of our day.

Steen, R. W. **HISTORY OF TEXAS.** Austin, Texas: The Steck Co., 1940. Pp. 496. \$2.50.

A complete, interesting and attractive book doing justice to the romantic history of Texas without sacrificing historical accuracy.

Webster, H. and Hussey, R. D. **HISTORY OF LATIN AMERICA.** Boston: D. C. Heath & Co., 1936. Pp. 291. \$1.64.

Up-to-date, clear treatment of geographic, social, and economic conditions, international relations, and political history. Excellent bibliography.

West, W. M. and West, R. **THE AMERICAN PEOPLE.** Boston: Allyn & Bacon, 1937. Pp. 786. \$2.00.

A new high school history which makes clear to the pupil the fundamental history of American institutions.

Wirth, F. P. *THE DEVELOPMENT OF AMERICA*. New York: American Book Co., 1939. Pp. 840. \$2.20.

The outstanding book for creative teaching: early units, chronological—later, topical; exceptionally readable, unusual maps, pictures, and helps.

#### EARLY EUROPEAN HISTORY

Feingold, W. *MASTERY UNITS IN ANCIENT AND MEDIEVAL HISTORY*. New York: Colonial Book Co., 1938. Pp. 302. 50 cents.

An integrated study, in unit form, with emphasis upon the social and economic aspects of the subject.

Fraser, R. E., Pearson, W. D. and Donovan, D. A. *VISUALIZED UNITS IN ANCIENT AND MEDIEVAL HISTORY*. New York: College Entrance Book Co., 1936. Pp. 314. 60 cents.

Presentation of material closely follows New York State Syllabus A. Profusely illustrated with charts, maps, diagrams, cartoons.

Heckel, A. K. and Sigman, J. G. *ON THE ROAD TO CIVILIZATION*, Part One. Philadelphia: John C. Winston Co., 1939. Pp. 534. \$1.48.

Comprehends what is meant by history, and shows appreciation of the contribution of primitive man to its beginnings. Finds how man started on the road to civilization in certain favored sections of the earth.

Magoffin, R. V. D. and Duncalf, F. *ANCIENT AND MEDIEVAL HISTORY*. New York: Silver Burdett Co., 1939. Pp. 896. \$2.24.

The major theme is the contribution of each important civilization of ancient and medieval times to our own.

Reed, R. *INTRODUCING THE PAST*. Boston: Little, Brown & Co., 1939. Pp. 651. \$1.68.

A readable text with new emphasis on the development of social institutions including the church and on the history of early Europe as it affected America.

Robinson, J. H., Breasted, J. H. and Smith, E. P. *EARLIER AGES*. Boston: Ginn & Co., 1937. Pp. 896. \$2.20.

The story of the past presented with emphasis on the light it sheds on problems of the present. This volume (I) carries the story through Britain's loss of the American Colonies.

#### MODERN EUROPEAN HISTORY

Beard, C. A., Robinson, J. H. and Smith, D. V. *OUR OWN AGE*. Boston: Ginn & Co., 1940. Pp. 850. \$2.20.

The story of the past with emphasis on the light it sheds on problems of the present. This volume (II) carries the story from Louis XIV to the present.

Becker, C. L. *MODERN HISTORY*. New York: Silver Burdett Co., 1940. Pp. 884. \$2.24.

The great historical movements, men, and ideas interpreted in the light of their influence on the world today.

Dean, V. M. *EUROPE IN RETREAT*. New York: Alfred A. Knopf, 1939. Pp. 254. \$2.00.

A penetrating analysis of Europe's turbulent history from the Peace of 1919 to the Munich Agreement of 1938.

Friedman, J. A. and Foner, J. A. *A GENETIC APPROACH TO MODERN EUROPEAN HISTORY*. New York: College Entrance Book Co., 1937. Pp. 295. 60 cents.

Historical material is organized about significant events or movements. Independent student thinking encouraged. Charts and isotype illustrations.

Grimshaw, H. and Estrin, J. *THE WORLD TODAY*. New York: College Entrance Book Co., 1941. Pp. 230. 40 cents.

A book written from today's point of view, giving the student a clearer insight into the fundamental historical concepts behind today's news headlines.

Hayes, C. and Moon, P. *MODERN HISTORY*. New York: The Macmillan Co., 1938. Pp. 934. \$2.20.

Modern History, as told by Hayes and Moon is a bright, unbroken panorama of a triple stream of history—social, political, and economic—from the opening of modern times to the present day.

Heckel, A. K. and Sigman, J. *ON THE ROAD TO CIVILIZATION*, Part Two. Philadelphia: John C. Winston Co., 1939. Pp. 529. \$1.48.

The story of man's progress told in fascinating style of the Renaissance to the present day.

Richards, D. *AN ILLUSTRATED HISTORY OF MODERN EUROPE*, 1789-1938. New York: Longmans, Green & Co., 1938. Pp. 342. \$2.00.

Filled with cartoons from contemporary sources, up-to-date pictograms, etc. Has very useful glossary of political terms.

Snyder, L. L. *MASTERY UNITS IN MODERN HISTORY*. New York: Colonial Book Co., 1936. Pp. 293. 50 cents.

A concise, complete presentation of European history, 1789 to the present. Numerous charts, maps, ideographs, tables.

Thomas, H. C. and Hamm, W. A. *MODERN EUROPE*. New York: Henry Holt & Co., 1939. Pp. 854. \$2.24.

*MODERN EUROPE* summarizes ancient history, reviews the eighteenth century, covers the period from the French Revolution until now.

Webster, H. *MODERN EUROPEAN CIVILIZATION*. Boston: D. C. Heath & Co., 1937. Pp. 841. \$2.12.

European history from a world viewpoint with a broad view of the development of democracy. Thoroughly integrated unit organization.

West, W. M. and West, R. *MODERN PROGRESS*. Boston: Allyn & Bacon, 1938. Pp. 802. \$2.00.

This book begins with a survey of ancient times and covers the complete history of the world.

Wrench, J. E. *THE MARCH OF CIVILIZATION, VOL. II—MODERN WORLD*. New York: Charles Scribner's Sons, 1939. Pp. 516. \$2.00.

A graphic and comprehensive history, covering the period 1453-1939. The author succeeds in keeping the thread of history visible in all the great periods, in all quarters of the globe.

#### WORLD HISTORY

Becker, C. L. and Duncalf, F. *STORY OF CIVILIZATION*. New York: Silver Burdett Co., 1940. Pp. 904. \$2.40.

The story of man's struggle toward a better way of living from ancient times to the present day.

Brannan, C. C., Brannan, E. G., Brannan, C. *OUR WORLD THROUGH THE CENTURIES*. Wichita, Kansas: McCormick-Mathers Publishing Co., 1940. Pp. 192. 68 cents.

World History course in eight units; discussion topics keyed to seventeen outstanding world history textbooks.

Capen, L. I. *ACROSS THE AGES—The Story of Man's Progress*. New York: American Book Co., 1940. Pp. 911. \$2.20.

World History through the "stories" of government, science, education, war and peace, industry, agriculture, etc.; creative teaching aids.

Davies, H. A. *OUTLINE HISTORY OF THE WORLD*. New York: Oxford University Press, 1937. Pp. 591. \$2.25.

Beginning in the earliest times, it traces the chief events of history up to the present. Charts, maps.

Greenan, J. T. and Gathany, J. M. *UNITS IN WORLD HISTORY*. New York: McGraw-Hill Book Co., 1939. Pp. 858. \$2.32.

Organized into nineteen units designed to give an appreciation of the great influences and movements of history which have brought about our present civilization.

Hayes, C., Moon, P. and Wayland, J. *WORLD HISTORY*. New York: The Macmillan Co., 1938. Pp. 916. \$2.40.

Tells the story of mankind through the ages, from the earliest era of hunters and herdsmen to the latest age of big business.

Heckel, A. K. and Sigman, J. G. *ON THE ROAD TO CIVILIZATION* (complete volume). Philadelphia: John C. Winston Co., 1939. Pp. 890. \$2.40.

A complete world history from the Cro-Magnons of the Old Stone Age to present international conditions.

Hughes, R. O. *THE MAKING OF TODAY'S WORLD*. Boston: Allyn and Bacon, 1940. Pp. 811. \$2.00.

A colorful world history presented as a social study.

Pahlow, E. W. **MAN'S GREAT ADVENTURE**. Revised. (An Introduction to World History.) Boston: Ginn & Co., 1940. Pp. 776. \$2.20.

The modern age, with both its good and bad features, is shown against the perspective of world history.

Perkins, C. **MAN'S ADVANCING CIVILIZATION**. Chicago: Rand McNally & Co., 1939. Pp. 879. \$2.20.

Interesting treatment of important movements that have influenced present-day civilization. Organized in fifteen broad units.

Rogers, L. B., Adams, F. and Brown, W. **STORY OF NATIONS**. New York: Henry Holt & Co., 1940. Pp. 761. \$2.12.

A world history which acquaints the student with the story of nations and peoples, ancient and modern.

Rugg, H. **CHANGING COUNTRIES AND CHANGING PEOPLES**. (An Introduction to World Geography with Historical Backgrounds.) Boston: Ginn & Co., 1938. Pp. 586. \$1.88.

A broad view of changes in living outside the United States.

Rugg, H. **CHANGING GOVERNMENTS AND CHANGING CULTURES**. (Democracy vs. Dictatorship: The World Struggle.) Boston: Ginn & Co., 1937. Pp. 752. \$2.12.

Against a broad background of history the student sees the growth of world economic, social, and political situations that have led to the dictatorships of today.

Urch, E. J. **SCALING THE CENTURIES**. Boston: D. C. Heath & Co., 1939. Pp. 873. \$2.12.

Lively, dramatic presentation of the continuous development of civilization by centuries. Stresses social and economic aspects. (Heath's Correlated Social Studies.)

Wedgwood, A. and Higham, C. S. S. **FOUNDERS OF CITIES**. New York: Longmans, Green & Co., 1937. Pp. 126. 70 cents.

Features simple vocabulary, large type, up-to-date line drawings and activity material.

Wedgwood, A. and Higham, C. S. S. **THE HERITAGE OF GREECE AND ROME**. New York: Longmans, Green & Co., 1937. Pp. 164. 80 cents.

Features simple vocabulary, large clear type, pen and ink drawings, and activity material.

### CIVICS

Arnold, J. I., and Banks, D. J. **BUILDING OUR LIFE TOGETHER**. Evanston, Ill.: Row, Peterson & Co., 1939. Pp. 701. \$1.60.

A ninth- or tenth-grade civics book which gives definite concrete interpretations of citizenship in terms of immediate practical value to the student.

Bacon, F. L. and Krug, E. A. **OUR LIFE TODAY**. Boston: Little, Brown & Co., 1939. Pp. 657. \$1.76.

A textbook that provides the training in citizenship required of the modern civics course for grades nine or ten.

*To make real citizens of our democracy—*

### OUR LIFE TODAY

By Bacon and Krug

A practical text in civic, vocational and social problems.

LITTLE, BROWN & CO., PUBLISHERS, BOSTON

Beckenstein, M. **COMMUNITY CIVICS**. New York: College Entrance Book Co., 1937. Pp. 220. 40 cents.

Blough, G. L. and McClure, C. H. **FUNDAMENTALS OF CITIZENSHIP**. Chicago: Laidlaw Brothers, 1939. Pp. 446. \$1.20.

A new type of civics with the individual pupil the center of interest, emphasizing the requirements and rewards of citizenship in the United States.

Broome, E. C. and Adams, E. W. **OUR DEMOCRACY**. New York: The Macmillan Co., 1939. Pp. 426. \$1.32.

This notable new Broome and Adams text takes an aggressive stand in teaching devotion and loyalty to the ideals for which our nation has stood as the leading democracy of the world.

Brown, L. R. and O'Connor, M. **YOUTH'S GUIDE TO SAFETY**. New York: Charles Scribner's Sons, 1941. Pp. 256.

Covers the subject usually required in courses of study on safety education and is planned for the junior and senior high school.

Capen, L. I. and Melchior, D. M. **MY WORTH TO THE WORLD**. (Studies in Citizenship.) New York: American Book Co., 1939. Pp. 587. \$1.68.

A correlated first social studies course in social, economic, industrial, vocational, and political civics—with unique activity program.

Crawford, C. C., Cooley, E. G., Trillingham, C. C. **LIVING YOUR LIFE**. Boston: D. C. Heath & Co., 1940. Pp. 475. \$1.56.

Lively, helpful discussion of study, personality development, home and school relationships, citizenship, vocations, health, safety, leisure, money, etc.

Cutright, P. and Charters, W. W. (Editors) **DEMOCRACY SERIES**. Books for Grades 7-8. New York: The Macmillan Co., 1941.

The junior high school texts of the Democracy Series which has made the teaching of democracy a part of the school curriculum.

Darling, M. S. and Greenberg, B. B. **EFFECTIVE CITIZENSHIP**. New York: Prentice-Hall, 1936. Pp. 448. \$1.40.

Harmonizes three elements involving training for citizenship: the individual, the vocation, and the community (Recommended for 9th or 10th year).

Edmonson, J. B. and Dondineau, A. **CIVICS IN AMERICAN LIFE**. New York: The Macmillan Co., 1941.

A wholly new presentation of civics by these well-known authors of the long-standard *Civics Through Problems*.

Fincher, E. B., Fraser, R. E. and Kimmel, W. G. **DEMOCRACY AT WORK**. Philadelphia: John C. Winston Co., 1939. Pp. 576. \$1.36.

An action-picture of ever-changing America. Story approach that stimulates appreciation of things American and objective thinking on both domestic and foreign issues.

Forman, S. E. **THE AMERICAN DEMOCRACY**. New York: D. Appleton-Century Co., 1936. Pp. 581. \$1.75.

A study of the spirit, the form, and the function of government in the United States through 1935.

Freeland, G. E. and Adams, J. T. **AMERICA AND THE NEW FRONTIER**. New York: Charles Scribner's Sons, 1941. Pp. 661. \$1.60.

The successive topics explain various aspects of American life and culture and trace their historical background. Current national problems are studied with attention to their implications for the future.

Hughes, R. O. **BUILDING CITIZENSHIP**. Boston: Allyn and Bacon, 1940. Pp. 709. \$1.60.

The leading textbook in citizenship in the United States.

Kinneman, J., Browne, R. and Ellwood, R. **THE AMERICAN CITIZEN**. New York: Harper & Brothers, 1936. Pp. 562. \$1.68.

This text discusses the meaning of democracy and the growth of our democratic institutions. It prepares the student for intelligent citizenship in a democracy through realistic study of the operations of our government.

Moore, C. B. **OUR AMERICAN CITIZENSHIP**. New York: Charles Scribner's Sons, 1936. Pp. 495. \$1.40.

A clear, up-to-date treatment of our community life, economic life and institutions, government, political parties, finance, and our educational and vocational needs and opportunities.

Muthard, W. M., Hastings, S. M. and Gosnell, C. B. **DEMOCRACY IN AMERICA**. New York: Thomas Nelson and Sons, 1940. Pp. 623. \$1.68.

A new-type textbook designed to aid pupils in understanding the basic principles and problems of living together under a democratic form of government. Well illustrated.

Myers, G. E., Little, G. M. and Robinson, S. A. **PLANNING YOUR FUTURE**. New York: McGraw-Hill Book Co., 1940. Pp. 550. \$1.64.

Complete information about the ten major occupational groups listed in the latest census, with detailed treatment of the occupations in each group.



O'Rourke, L. J. *YOU AND YOUR COMMUNITY*. Boston: D. C. Heath & Co., 1938. Pp. 743. \$1.72.

Based on a study involving 25,000 pupils. Extensive use of community resources. Vital realistic presentation. (Heath's Correlated Social Studies.)

Parker, J. C., Patterson, C. P. and McAlister, S. B. *CITIZENSHIP IN OUR DEMOCRACY*. Boston: D. C. Heath & Co., 1939. Pp. 412. \$1.08.

Presents a realistic picture of the world today. Stresses democratic ideals and citizenship responsibilities. Uses pupil's local environment extensively.

Parkhill, W. *THE CONSTITUTION EXPLAINED*. New York: Noble & Noble, 1939. Pp. 254. \$1.00.

To broaden pupils' understanding of democracy, tolerance, peace, justice—through a broader working knowledge of how the American Constitution came into being, and what it assures for every citizen's liberty.

Proctor, W. M. *VOCATIONS. THE WORLD'S WORK AND ITS WORKERS*. Boston: Houghton Mifflin Co., 1937. Pp. 390. \$1.56.

This book tells the student how to analyze both himself and hundreds of vocations.

Renner, G. T. and Hartley, W. H. *CONSERVATION AND CITIZENSHIP*. Boston: D. C. Heath and Co., 1940. Pp. 377. \$1.60.

Functional approach to the problems of conservation and wise utilization of our natural, and human resources.

Rugg, H. *CITIZENSHIP AND CIVIC AFFAIRS*. Boston: Ginn and Co., 1940. Pp. 610. \$1.88.

A detailed up-to-date study of American community and national life, with emphasis on government.

Stockton, J. and Beckenstein, M. *WE, THE CITIZENS*. New York: College Entrance Book Co., 1937. Pp. 530. \$1.26.

Wilcox, G. B. and Angell, E. L. *IN A DEMOCRACY*. Austin, Texas: The Steck Co., 1940. Pp. 400. \$1.32.

Presentation of an American's heritage, rights and privileges, which are interpreted through a study of present social problems.

Young, J. S., Barton, E. M., Johnston, L. E. *CITIZENS AT WORK*. New York: McGraw-Hill Book Co., 1940. Pp. 402. \$1.32.

An economic citizenship book designed to prepare pupils for effective participation in the economic life of a great democracy.

Young, J. S. and Barton, E. M. *GROWING IN CITIZENSHIP*. New York: McGraw-Hill Book Co., 1941. Pp. 822. \$1.76.

Designed to give a real understanding of our social, political and economic life institutions and build a desire to carry out duties as citizens with intelligence, courage and efficiency.

#### COMMERCIAL GEOGRAPHY

Abrams, A. W. and Thurston, E. L. *WORLD GEOGRAPHY*. Syracuse, N.Y.: Iroquois Publishing Co., 1937. Pp. 356. \$1.68.

Groups new material with facts previously learned to show world relationships. Treats basic activities of all mankind, national and world commerce and industry.

Case, E. C. and Bergsmark, D. R. *MODERN WORLD GEOGRAPHY*. Chicago: J. B. Lippincott Co., 1938. Pp. 746. \$1.96.

A comprehensive and up-to-date treatment of economic and social geography for basal high school use.

Chamberlain, J. F. *GEOGRAPHY AND SOCIETY*. Chicago: J. B. Lippincott Co., 1938. Pp. 676. \$1.80.

A general geography divided into three parts: Physical, Economic, and Political.

Chase, L. E. *PROBLEM STUDIES IN ECONOMIC GEOGRAPHY*. New York: Prentice-Hall, 1936. Pp. 135. 96 cents.

Series of problems organized into two parts: Ten most important U.S. products; our foreign trade with fifteen countries.

Martin, M. C. and Cooper, C. E. *THE UNITED STATES AT WORK*. Boston: D. C. Heath & Co., 1938. Pp. 670. \$1.68.

Primarily about *people* and their geographic problems. Pictures modern business, industry, and world relationships. (Heath's Correlated Social Studies.)

McConnell, W. R. *THE UNITED STATES IN THE MODERN WORLD*. Chicago: Rand McNally & Co., 1939. Pp. 298. \$1.40.

Geography of the United States, with emphasis on major occupations and important world relationships. Excellent maps and graphs.

Packard, L. O., Sinnott, C. P. and Overton, B. *THE NATIONS TODAY*. New York: The Macmillan Co., 1939. Pp. 727. \$2.00.

*THE NATIONS TODAY* approaches the study of geography through the activities of the people of the world engaged in the infinite variety of industries and occupations of the present day.

Ridgley, D. C. and Ekblaw, S. E. *INFLUENCE OF GEOGRAPHY ON OUR ECONOMIC LIFE*. New York: Gregg Publishing Co., 1938. Pp. 658. \$1.84.

Physical geography approach. Classifies world products by climatic regions. One-third of book devoted to illustrations. Contains projects.

Smith, J. R. *MEN AND RESOURCES*. New York: Harcourt, Brace & Co., 1937. Pp. 729. \$2.20.

Emphasis is given to North America with a study of similar world regions by comparison. Conservation of our resources is stressed.

Staples, Z. C. and York, G. M. *ECONOMIC GEOGRAPHY*. Cincinnati: South-Western Publishing Co., 1940. Pp. 702. \$1.96.

A new book with up-to-date discussions and data tables. Contains almost 300 illustrations. Workbook, tests, and manual available.

Van Cleef, E. *THIS BUSINESS WORLD*. Boston: Allyn and Bacon, 1938. Pp. 409. \$1.70.

Special features are the maps and illustrations.

#### ECONOMICS

Beighey, C. and Spanabel, E. E. *ECONOMIC AND BUSINESS OPPORTUNITIES*. Philadelphia: John C. Winston Co., 1938. Pp. 612. \$1.92.

A well-rounded treatment of business and economic conditions. Orientates students as intelligent producers and consumers for both their daily and future lives.

Bogart, E. L. *ECONOMIC HISTORY OF THE UNITED STATES*. New York: Longmans, Green & Co., 1938. Pp. 664. \$2.40.

Revision of a standard text. Completely rewritten, with new charts, maps, etc.

Carrothers, C. C. *CIVIL SERVICE: OUR GOVERNMENT AS AN EMPLOYER*. Boston: Ginn & Co., 1939. Pp. 92. 48 cents.

A presentation, in organized, usable form, of up-to-date information from many sources on the fundamental facts of our civil service together with its problems and its progress.

Colby, C. C. and Foster, A. *ECONOMIC GEOGRAPHY: INDUSTRIES AND RESOURCES OF THE COMMERCIAL WORLD*. Boston: Ginn & Co., 1940. Pp. 685. \$1.92.

A comprehensive picture of the most important commodities and industries, centering attention on the United States, and treating other regions according to their commercial importance.

Corbett, J. F. and Colvin, M. L. *MODERN ECONOMICS*. Revised. New York: The Macmillan Co., 1940. \$1.80.

Today's economic scene is the background for this new approach; current economic problems are the practical applications of each principle.

Dodd, J. H. *INTRODUCTORY ECONOMICS*. Cincinnati: South-Western Pub. Co., 1940. Pp. 596. \$1.60.

A new book with many new improvements and many new topics. Available with workbook, tests, and free teachers' manual.

Fay, C. R. and Bagley, W. C. Jr. *ELEMENTS OF ECONOMICS*, 2nd Revised Edition. New York: The Macmillan Co., 1938. Pp. 548. \$1.80.

The very best simple explanation of economics is the reputation won by this standard text. Wholly practical and sane.

Feier, R. *ELEMENTS OF ECONOMICS (With problems)*. New York: College Entrance Book Co., 1938. Pp. 334. \$1.00.

Concise, comprehensive presentation of the subject matter. Social welfare standpoint. Follows New York State Syllabus.

Goodman, K. E. and Moore, W. L. *ECONOMICS IN EVERYDAY LIFE*. Boston: Ginn & Co., 1938. Pp. 488. \$1.80.

Distinctive for its constant emphasis on the consumer and his problems, and for its simple and non-technical presentation of economic principles.

Gras, E. C. *DESCRIPTIVE ECONOMICS FOR BEGINNERS*. New York: Henry Holt & Co., 1936. Pp. 555. \$1.68.

This book describes concrete examples of economic activity, treats principles inductively, and is sound and authoritative.

Hughes, R. O. *FUNDAMENTALS OF ECONOMICS*. Boston: Allyn & Bacon, 1939. Pp. 523. \$1.80.

This edition is a live book about alive subjects and includes full discussions of timely topics.

Janzen, C. C. and Stephenson, O. W. *EVERYDAY PROBLEMS IN ECONOMICS*. New York: Silver Burdett Co., 1938. Pp. 160. 60 cents.

A valuable aid to the understanding of basic economic principles and their application in daily life.

Janzen, C. C. and Stephenson, O. W. *EVERYDAY ECONOMICS*. New York: Silver Burdett Co., 1941. Pp. 544. \$1.88.

A thoroughly up-to-date text which presents economics as a tool to be used in intelligent living.

Klein, J. and Colvin, W. *ECONOMIC PROBLEMS OF TODAY*. New York: Lyons & Carnahan, 1936. Pp. 552. \$1.60.

This book enables students to understand important current problems of today by presenting a cross-section of economic life.

Korey, E. L. and Runge, E. J. *ECONOMICS: PRINCIPLES AND PROBLEMS*. New York: Longmans, Green & Co., 1939. Pp. 698. \$1.80.

Traditional subject matter plus detailed treatment of contemporary problems. Suitable for one-year or term course.

Knight, B. W. *ECONOMIC PRINCIPLES IN PRACTICE*. New York: Farrar & Rinehart, 1939. Pp. 606. \$3.25.

Krug, E. A. *WHY TAXES*. Boston: Ginn & Co., 1939. Pp. 75. \$0.48.

A clear picture of taxation as it functions through all the various taxing units.

Lutz, H. L., Foote, E. W. and Stanton, B. F. *GETTING A LIVING*. Evanston, Ill.: Row, Peterson & Co., 1940. Pp. 683. \$1.80.

This text is written to educate the high school student so that he will actually know and appreciate a few simple economic laws.

Marcus, E. B. *MASTERY UNITS IN ECONOMICS*. New York: Colonial Book Co., 1938. Pp. 346. 50 cents.

A combination of solid grounding in theory and realistic treatment of modern problems. Charts, graphs, tables.

Michels, R. K. *ECONOMICS—BASIC PRINCIPLES AND PROBLEMS*. New York: Gregg Publishing Co., 1937. Pp. 614. \$1.60.

Correlates basic economic principles with social problems and recent social legislation. A middle-of-the-road course by an unbiased author.

Nichols, F. G. *JUNIOR BUSINESS TRAINING FOR ECONOMIC LIVING*. New York: American Book Co., 1936. Pp. 688. \$1.72.

Training for economic living from the standpoint of the individual's personal needs and knowledge of everyday business transactions.

Patterson, H. W., Little, A. W. and Burch, H. R. *AMERICAN ECONOMIC PROBLEMS*. New York: The Macmillan Co., 1941.

This new volume with *AMERICAN SOCIAL PROBLEMS* is a full year's work in social science.

Reich, E. and Siegler, C. J. *CONSUMER GOODS—HOW TO KNOW AND USE THEM*. New York: American Book Co., 1937. Pp. 538. \$1.96.

A consumer-home economics text covering goods—how to buy, select, and care for them.

Roll, E. *ELEMENTS OF ECONOMIC THEORY*. New York: Oxford University Press, 1937. Pp. 284. \$2.00.

An introductory textbook that provides a simple exposition of the body of principles taught today. Bibliography and index.

Shields, H. G. and Wilson, W. H. *CONSUMER ECONOMIC PROBLEMS*. Cincinnati: South-Western Pub. Co., 1940. Pp. 767. \$1.88.

A new book designed for courses in consumer education. Available for a semester or a year course.

Sloan, H. S. *TODAY'S ECONOMICS*. New York: Prentice-Hall, 1936. Pp. 339. \$1.68.

Realistic "case" problems guide the student to a clear understanding of principles and practices underlying our economic life.

Smith, A. H. *ECONOMICS*. New York: McGraw-Hill Book Co., 1939. Pp. 542. \$1.68.

Reflects the latest moment of economic progress including all recent legislative acts and other developments in the economic field up to the present.

Smith, A. H. *YOUR PERSONAL ECONOMICS*. New York: McGraw-Hill Book Co., 1940. Pp. 650. \$1.96.

Designed to give high school students a clear understandable picture of the economic problems of everyday life which they face as consumers and individuals.

Spahr, W. E. and others. *ECONOMIC PRINCIPLES AND PROBLEMS*. New York: Farrar & Rinehart, 1940. Vol. I, Pp. 572. \$2.50. Vol. 2 pp. 660. \$2.50. One vol. edition. pp. 1232. \$4.50.

Stein, E. and Davis, J. *LABOR PROBLEMS IN AMERICA*. New York: Farrar & Rinehart, 1940. Pp. 909. \$3.50.

Thompson, C. M. *HIGH SCHOOL ECONOMICS*. Chicago: Benj. H. Sanborn & Co., 1936. Pp. 512. \$1.80.

Trilling, M. B., Eberhart, E. K. and Nicholas, F. W. *WHEN YOU BUY*. Chicago: J. B. Lippincott Co., 1938. Pp. 401. \$1.80.

A new, cleverly illustrated text on present-day consumer buying for high school students.

Troelstrup, A. W. *HOUSING IN THE UNITED STATES*. Boston: Ginn & Co., 1941. Pp. 81. 48 cents.

A realistic discussion of a nation-wide problem.

Westmeyer, R. E. *MODERN ECONOMIC AND SOCIAL SYSTEMS*. New York: Farrar & Rinehart, 1940. Pp. 604. \$3.00.

## GOVERNMENT

Frink, S. C. *KNOW YOUR CONSTITUTION*. Wichita, Kansas: McCormick-Mathers Publishing Co., 1938. Pp. 96. 36 cents.

An intensive study of the Constitution of the U.S., the Declaration of Independence and the Constitutional Convention delegates.

Guiteau, W. B. and Bohlman, E. *OUR GOVERNMENT TODAY*. Boston: Houghton Mifflin Co., 1938. Pp. 662. \$1.80.

OUR GOVERNMENT TODAY emphasizes present-day conditions. Government is treated from the functional point of view.

Houghton, N. D. *REALITIES OF AMERICAN GOVERNMENT*. New York: The Macmillan Co., 1937. Pp. 789. \$1.80.

Our government in action today furnishes the setting for this realistic approach.—Annual Revision Pamphlet available.

Kalp, E. S. and Morgan, R. M. *DEMOCRACY AND ITS COMPETITORS*. Boston: Ginn & Co. 1940. Pp. 93. 48 cents.

A vital treatment of the struggle between dictatorships and democracies providing the type of supplementary material which the times demand.

Keohane, R. E., Keohane, M. P. and McGoldrick, J. D. *GOVERNMENT IN ACTION*. New York: Harcourt, Brace & Co., 1937. Pp. 845. \$1.84.

The organization is around *functions* of government, thus making for a simpler and more interesting text than the old-type factual treatment of forms of government.

Lapp, J. A. and Weaver, R. B. *THE CITIZEN AND HIS GOVERNMENT*. New York: Silver Burdett Co., 1936. Pp. 720. \$1.80.

A study of the functions of government which emphasizes the responsibility of the individual in government.

Magruder, F. A. *AMERICAN GOVERNMENT IN 1941*. Boston: Allyn and Bacon. 1941. Pp. 703. \$1.80.

The leading textbook in government in the United States, revised at the beginning of each calendar year.

Maurer, R. A. and Jones, G. J. *THE CONSTITUTION OF THE UNITED STATES*. (Revised) Boston: D. C. Heath & Co., 1940. Pp. 142. 80 cents.

Brief guide to the study of the Constitution, including its historical background, to develop appreciation and understanding.

Salisbury, W. S. and Cushman, R. E. *THE CONSTITUTION: AN INSTRUMENT OF DEMOCRACY*. New York: Newson & Co., 1941. Pp. 192. 80 cents.

A fresh, realistic treatment, up-to-date in the decisions of the Supreme Court, with full historical background included.

Stein, E. *GOVERNMENT AND THE INVESTOR*. New York: Farrar & Rinehart, 1941. Pp. 224. \$1.00.

Steinberg, S. and Lamm, L. *OUR CHANGING GOVERNMENT*. Chicago: J. B. Lippincott Co., 1941. Pp. 541. \$1.80.

An up-to-date, vital, and significant textbook on American government now available.

Walker, E. E., Beach, W. G. and Jamison, O. G. *GOVERNMENT OF THE UNITED STATES*. New York: Charles Scribner's Sons, 1941. Pp. 736. \$2.00.

A senior high school civics textbook for the third and fourth year. Covers the subject comprehensively and thoroughly and meets the most progressive courses of study in the field of civics and government.

Walker, E. E. and Kersey, V. *OUR NATIONAL CONSTITUTION: How It was Framed and How It Works*. New York: Charles Scribner's Sons, 1938. Pp. 225. \$1.50.

Full information about our Constitution and its background, told in a clear, readable style.

Williams, C. S. and Studebaker, J. W. *OUR FREEDOM SERIES OF UNITEXTS*. Evanston, Illinois: Row, Peterson & Co., 1940 and 1941. Pp. 72 per vol. 48 cents each.

Ten small texts built around the Constitution and the Bill of Rights for government and social problems classes.

Young, J. S. and Wright, E. Y. *UNIFIED AMERICAN GOVERNMENT*. New York: McGraw-Hill Book Co., 1939. Pp. 580. \$1.48.

Brings to the student a complete, integrated view of government in all its aspects, units, and functions, as democracy at work, as citizens in action.

#### PROBLEMS OF DEMOCRACY

Arnold, J. I. *CHALLENGES TO AMERICAN YOUTH*. Evanston, Illinois: Row, Peterson & Co., 1940. Pp. 696. \$1.80.

A carefully prepared book dealing with the significant problems of democracy and the basic problems of group living.

Brainard, D. S., and Zeleney, L. D. *PROBLEMS OF OUR TIMES—Vol. I. Fundamental National Issues*. New York: McGraw-Hill Book Co., 1937. Pp. 192. 96 cents.

This series offers a selection of a limited number of problems of widely recognized importance and presents them in an interesting and understandable way.

Brainard, D. S. and Zeleney, L. D. *PROBLEMS OF OUR TIMES—Vol. II. Economic and Social Planning*. New York: McGraw-Hill Book Co., 1937. Pp. 350. \$1.48.

This series offers a selection of a limited number of problems of widely recognized importance and presents them in an interesting and understandable way.

Brainard, D. S. and Zeleney, L. D. *PROBLEMS OF OUR TIMES—Vol. III. International Issues*. New York: McGraw-Hill Book Co., 1937. Pp. 225. \$1.04.

This series offers a selection of a limited number of problems of widely recognized importance and presents them in an interesting and understandable way.

Brinser, A. and Shepard, W. *OUR USE OF THE LAND*. New York: Harper & Brothers, 1939. Pp. 303. \$1.40.

This textbook is a discussion of how and why our land is in its present state; how American democracy has used land in the past and what steps must be taken to insure a better use of it in the future.

Cummings, H. and Sackett, E. *OUR SCHOOLS*. New York: Harper & Brothers, 1939. Pp. 216. \$1.40.

This volume attempts to explain how the American educational system works, how the school fits into society and how the individual fits into the school system.

Glover, K. *AMERICA BEGINS AGAIN*. New York: McGraw-Hill Book Co., 1939. Pp. 385. \$1.76.

The development of our natural resources, their ill-considered waste and the undertakings on a national scale to save and develop them for the future dramatically told.

Graham, F. D. and Seaver, C. H. *BANKING: HOW IT SERVES US*. New York: Newson & Co., 1937. Pp. 192. 80 cents.

Concise and readable analysis of the part banking plays in modern community life, with historical background.

Graham, F. D. and Seaver, C. H. *MONEY: WHAT IT IS AND WHAT IT DOES*. New York: Newson & Co., 1936. Pp. 160. 80 cents.

A clear and simple explanation of a complex subject, with historical background as well as present relationships.

Greenan, J. T. and Meredith, A. B. *EVERYDAY PROBLEMS OF AMERICAN DEMOCRACY*. Boston: Houghton Mifflin Co., 1938. Pp. 496. \$1.68.

This textbook definitely trains the pupil for an intelligent, open-minded judgment on vital social, political, and economic problems.

Hilton, E. *PROBLEMS AND VALUES OF TODAY*, One Volume Edition. Boston: Little, Brown & Co., 1940. Pp. 742. \$1.96.

A complete, integrated course in problems of democracy, economics, and sociology for grades eleven and twelve.

#### PROBLEMS AND VALUES OF TODAY

Presents vital questions of government, economics, sociology for impartial analysis. These problems of democracy are immediate and interrelated.

LITTLE, BROWN & CO., PUBLISHERS, BOSTON

Hughes, R. O. *PROBLEMS OF AMERICAN DEMOCRACY*. Boston: Allyn and Bacon, 1940. Pp. 616. \$1.60.

A thorough consideration of the problems and proposed improvements in government.

Kendrick, M. S. and Seaver, C. H. *TAXES: BENEFIT AND BURDEN*. New York: Newson & Co., 1937. Pp. 190. 80 cents.

Clear and simple discussion of taxation; who pays taxes; what we get for them; the experience of others.

Patterson, S. H., Little, A. W. and Burch, H. R. *PROBLEMS IN AMERICAN DEMOCRACY*. New York: The Macmillan Co., 1938. Pp. 726. \$1.88.

Our urgent economic, political, and social problems, from banking and farm relief to social security and crime are arrayed in this new book.

Robinson, T. E. and Robinson, R. R. *GROWING THROUGH PROBLEMS*. Boston: Ginn and Co. 1940. Pp. 123. 40 cents.

New provocative material for character-education classes in the junior high school.

Smith, T. V. and Taft, R. A. *THE FOUNDATIONS OF DEMOCRACY*. New York: Alfred A. Knopf, 1938. Pp. 346. \$2.50.

A series of debates on the traditions of government in the United States in the light of the major issues now before the nation.

Walker, E. E., Beach, W. G. and Jamison, O. G. *AMERICAN DEMOCRACY AND SOCIAL CHANGE*. New York: Charles Scribner's Sons, 1938. Pp. 687. \$2.00.

A comprehensive, fully illustrated unit discussion of the current economic, social, and governmental problems in the United States.

By special writers in the different fields. *BASIC SOCIAL EDUCATION SERIES OF UNITEXTS*. Evanston, Illinois: Row, Peterson & Co., 1941. Pp. 48. 32 cents.

A complete program of small texts, each covering one aspect of social studies instruction significant in a democratic society.



## SOCIOLOGY

Barnes, C. C. and Dail, T. B. *AMERICAN LIFE AND PROBLEMS*. New York: Longmans, Green & Co., 1940. Pp. 634. \$1.76.

Combination of civics, economics and sociology providing a unified course that eliminates the duplication encountered in separate courses.

Beach, W. G. and Walker, E. E. *SOCIAL PROBLEMS AND SOCIAL WELFARE*. New York: Charles Scribner's Sons, 1937. Pp. 431. \$2.00.

Contains a detailed discussion of many important contemporary social problems. Organized on the unit basis.

Bogardus, E. S. and Lewis, R. H. *SOCIAL LIFE AND PERSONALITY*. New York: Silver Burdett Co., 1938. Pp. 592. \$1.80.

A sociology text which emphasizes the importance of personality and the many outside influences which affect it.

Cole, W. E. and Montgomery, C. S. *SOCIOLOGY FOR SCHOOLS*. Boston: Allyn and Bacon, 1936. Pp. 366. \$1.40.

This book is designed to introduce the high school pupil to the science and art of human relations.

Gavian, R. W., Gray, A. A. and Groves, E. R. *OUR CHANGING SOCIAL ORDER*. Boston: D. C. Heath & Co., 1939. Pp. 702. \$1.80.

Discusses basic principles of sociology, psychology, and mental hygiene in daily living, and national and international social problems.

Gavian, R. W. *SOCIETY FACES THE FUTURE*. Boston: D. C. Heath & Co., 1938. Pp. 670. \$1.96.

Helps the pupil understand himself, his place in society, and today's basic social problems. (Heath's Correlated Social Studies.)

Kastler, N. M. *MODERN HUMAN RELATIONS*. Boston: Little, Brown & Co., 1940. Pp. 462. \$1.72.

A new text in practical sociology for high schools emphasizing normal situations and clearly presenting basic principles.

Clarifying for high school students the essential concepts of sociology—

### MODERN HUMAN RELATIONS

By Norman M. Kastler

LITTLE, BROWN & CO., PUBLISHERS, BOSTON

Keliher, A. V. *LIFE AND GROWTH*. New York: D. Appleton-Century Co., 1938. Pp. 245. \$1.20.

A skillful presentation of the fundamental facts of life and growth and their social significance.

Kinneman, J. A. and Ellwood, R. S. *LIVING WITH OTHERS*. Boston: Houghton Mifflin Co., 1939. Pp. 531. \$1.72.

The book consists of a description of, and the problems arising from seven institutions—the community, family, state, opinion, industry, school, and church.

Landis, P. H. and Landis, J. T. *SOCIAL LIVING PRINCIPLES AND PROBLEMS IN INTRODUCTORY SOCIOLOGY*. Boston: Ginn & Co., 1938. Pp. 672. \$1.80.

A challenging book for high-school classes in sociology, social problems, problems of democracy, or social civics.

Patterson, S. H., Little, A. W. and Burch, H. R. *AMERICAN SOCIAL PROBLEMS*. New York: The Macmillan Co., 1939. Pp. 584. \$1.96.

AMERICAN SOCIAL PROBLEMS presents clearly and simply the major social problems of the complex national life of our country.

Quinn, J. A. *INSTITUTIONS OF THE SOCIAL WORLD*. Chicago: J. B. Lippincott Co., 1937. Pp. 490. \$1.80.

A one-semester basal text which offers a study of social institutions and problems.

Quinn, J. A. *THE SOCIAL WORLD*. Chicago: J. B. Lippincott Co., 1937. Pp. 552. \$1.80.

A one-semester sociology dealing with the principles underlying our social structure.

Quinn, J. A. *THE SOCIAL WORLD AND ITS INSTITUTIONS*. Chicago: J. B. Lippincott Co., 1937. Pp. 992. \$2.20.

A full-year high school sociology course composed of two parts: *THE SOCIAL WORLD*, and *INSTITUTIONS OF THE SOCIAL WORLD*.

Ross, E. A. *CIVIC SOCIOLOGY*. Yonkers-on-Hudson, N.Y.: World Book Co., 1937. Pp. 415. \$1.68.

A study of today's social and civic problems as a basis for active citizenship. An effective high school text.

Stern, B. *THE FAMILY: PAST AND PRESENT*. New York: D. Appleton-Century Co., 1938. Pp. 361. \$2.75.

Source book providing a clear account of American family life today and its development in the past.

Wallis, G. A. and Wallis, W. D. *OUR SOCIAL WORLD*. New York: McGraw-Hill Book Co., 1940. \$1.68.

Gives high school pupils real understanding of our basic institutions, and the important aspects and problems of social life.

By an authority on each subject. *THE WAY OF LIFE SERIES OF UNITEXTS*. Evanston, Illinois: Row, Peterson & Co., 1941. Pp. 64. 96 cents.

A series of small books, each telling the story of some occupation, profession, industry, social phase, or historical period.

## Motion Picture Department

ROY WENGER

Ohio State University, Bureau of Education Research, Columbus, Ohio

### NATIONAL SOLIDARITY AND THE MOTION PICTURE

If there is one responsibility which educators agree that the school must take, it is the responsibility for building solidarity among the young citizens of our country for the support of democratic ideals. It is not possible at present to get agreement on whether or not this implies that the secondary school graduate must be vocationally skilled, or have the ability to read Cicero, or have the ability to introduce guests

properly, or have the ability to be a good soldier. We do, however, get unanimity on the thesis that an attitude of loyalty to democratic ideals is a "must" in the make-up of the high school graduate.

Ideals are not built up in the abstract. Missionaries say there are three steps in the building of ideals: soup, soap, and salvation. While a reasonable degree of material satisfaction is a prerequisite to a consideration of ideals, it is also true that deep loyalties to democratic ideals require much more. Today as always, man does not live by bread alone. Neither can

nations survive by guns alone. A program of building improved bomb-sights in airplanes does not necessarily result in improved insights about the principles of human association. These improved insights require attention directly as important matters in themselves.

The problem now is how we can implement this belief. How can we build up a national solidarity in support of American ideals? One thing which can be done is to build up rich understandings about the development and growth of our country. The beginning can be made early in the educational program by acquainting pupils with the many folk songs describing the feeling and thinking of the common people of our country at various times in its development. For example, a series of folk songs grew up around the railroad building activities of the 70's and 80's. Another set developed from the activities of the cowboys in the West, another set in connection with the western migrations, another around the activities of the lumberjacks who worked in our forests. Even the hobos developed a series of songs which give one insights into their peculiar mode of living. These folk songs make it possible for children to get the "feel" of the times about which they are studying.

A number of movies help to enrich the picture of the growth of our country. "Land of Liberty" is a notable example. "The Howards of Virginia" and "Abe Lincoln in Illinois" bring to the viewer the warmth of feeling and sincerity of purpose with which the statesmen of our country brought us through earlier crises. In the field of classroom films, such pictures as "The American Way" show how our liberties are protected through constitutional government in contrast to dictatorship. "Toward Unity" pleads for the elimination of racial and religious prejudice by recognizing the common humanity of men. There are many others. A series of recordings from "Cavalcade of America" is now available so that teachers may have many phases of our country's history presented dramatically in the classroom whenever the time seems most appropriate. Recently programs have been added on Robert E. Lee, Benedict Arnold, Jane Addams of Hull House, Nancy Hanks, and others.

The building of a loyalty of deep and abiding strength to some of the principal pillars of social morality as set up in our Constitution will also get universal support. One of these pillars is freedom of speech. The picture "The Life of Emile Zola" pleads eloquently for this understanding. So does the film on the life of John Peter Zenger called "The Story They Couldn't Print." Common sense indicates that these film classics should be made available to all of our high school pupils over a period of years. We don't expect to read a classic like the Gettysburg Address one time and then discard it forever. Yet this is what we are doing with some of our finest films.

The film industry is centering a large portion of its energy and its best personnel in the task of producing films dealing with the present war crisis. During the first year of World War II a total of 129 features and sixty shorts dealing directly or indirectly with the war were shown in American theaters. Many with stronger notes of patriotism and preparedness are now in production. But we must demand that these films dramatize for us the fine living of persons who practice the democratic way of life. They must not be mere hymns of hate which take our minds away from our own task of living. Nothing is quite so dangerous as a patterned patriotism on the loose, no matter how high and pure the aims and motives of those who shape it.

Another loyalty around which we can all rally is that of helping to build a fine and well-founded home life within our country. A film such as "Our Town" may do much more for strengthening our national defense than we might at first suppose. Deep loyalties to home life such as this is the foundation upon which any country must build its strength. The disruption of a happy home life in the film "The Mortal Storm" was the key to its power to move an audience.

We have too long overlooked another great factor which helps to build an understanding loyalty to American ideals. This factor is guided by direct experience. "There is nothing like a long period of book learning for saving essentially incompetent young people from an early show-down."<sup>1</sup> If the teacher has ingenuity in organizing for the achievement of his purposes, he and his pupils can plan many projects which will make their world a better place for living here and now, and which will make pupils competent for the "show-downs" of real living. Let us look at one example. The children in the third and fourth grades of the Montpelier, Ohio, elementary school knew that something should be done about the problem of the traffic situation on the street in front of their school. Children rushed out of school and crossed the street at the most convenient places, which meant many times, the middle of the block. In discussing the problem the pupils made the suggestion that lines should be painted at intersections indicating where the crosswalks should be. They wrote to the mayor of the town suggesting that this be done. To their surprise the mayor paid them a visit in order to understand more fully the plan which they had in mind. He then sent his street maintenance men to paint the lines as suggested. The children were delighted at the results which grew out of their activity. They decided to make a movie dramatizing the success which they had had in working out the traffic safety project. The movie was called "Between the Lines" and is now being shown in many Ohio schools. The children feel that the project was very worth

<sup>1</sup> Alan Gregg, *Statement in Survey* (January, 1941) p. 1.

while. Furthermore, the movie gives them something which they can show for their efforts. They found out that the line connecting even the young citizens with the officials of their government can be a very direct one. The pupils participating in this project believe that it is worth while to study the problems of the community and feel that something will come from their efforts.

Every social studies teacher who wishes to build up a firm loyalty to democratic ideals should work out his own list of things which can be done to make these ideals take on reality. Many resources can be tapped. It takes effort and alertness to discover where the materials are and to organize classes for their best use. But this is the teacher's job.

#### NEWS NOTES

"Youth Lends a Hand" and "Work and Contemplation" are two new films released by the Harmon Foundation (140 Nassau Street, New York City). The subject of the films is the work camps of the American Friends Service Committee, established to enlist youth in reconstructing depressed communities. The films describe the underlying philosophy and the practical accomplishments of the camps.

The philosophy of rugged individualism as expressed by big business in our country today is well presented in a series of films sponsored by The National Association of Manufacturers, 14 West 49th Street, New York City. Following are some of the films distributed free by the Association: "America Marching On," "America Yesterday, Today, and Tomorrow," "Frontiers of the Future," "Your Town—A History of America."

Labor unions have not been as active in expressing their philosophy and indicating their activities through films as have manufacturers. The International Ladies' Garment Workers Union, however, has produced several films telling about the work and history of the organization. They have the following films available for distribution: "Marching On," "Student Fellowship in Action," "The General Executive Board at Work and at Play."

The Department of Library and Visual Aids of the Newark, N.J., city schools is offering a unique course in the North Newark Adult School. The course consists of the presentation of "... outstanding films of travel, industry, human relations, social trends, and timely topics." Teachers are being urged to attend this course so that they will become acquainted with the excellent films available for instruction purposes.

"Moving picture box office receipts are reflecting the increased employment throughout the country.

November admission tax collections, partly as a result of increased admissions and partly the result of high taxes totaled \$7,124,225 compared with \$2,117,644 in 1939 and \$6,628,429 in October. Broadway area collections were \$1,497,707 compared with \$689,425 in November, 1939, and \$1,103,233 in October this year." (*Wall Street Journal*, New York, December 23, 1940, p. 15.)

*Literature in Pictures* is an inexpensive booklet of photographs from the motion picture versions of various literary classics arranged for teachers of literature. The first volume in the series deals with "Treasure Island." Single copies sell at 12 cents. Write to W. H. Sadlier, Inc., 11 Park Place, New York, N.Y.

Send for the February "News Letter" published by the Bureau of Educational Research of Ohio State University, Columbus, Ohio, for an annotated Bibliography of Free and Inexpensive Teaching Aids. Mention THE SOCIAL STUDIES when making the request.

"Film and Book" is a mimeographed publication of the Department of Library and Visual Aids, Board of Education, Newark, N.J. The bulletin contains many interesting news notes and is "... published occasionally to acquaint teachers with new materials of instruction." A limited number of names will be placed on the mailing list if requests are made.

A series of film strips re-enacting scenes from American history, French history, literature, government, civics, geography, and other social studies has been produced by Pictorial Events, Chanin Building, 122 East 42nd Street, New York, N.Y. Among the most recent releases are: "Abe Lincoln in Illinois," "The Westward Migration," "A Tale of Two Cities," "Our Government," "Holland," and "Switzerland." Teachers' guides are issued with each series.

"Boy in Court," a twelve-minute movie film recently issued by the National Probation Association, tells the story of a fifteen-year-old automobile thief, rehabilitated through the processes of probation. It is available for rent or sale in sixteen millimeter size from Films Service, 1790 Broadway, New York City.

Dr. Leo Rosten, former professor of economics at the University of Chicago, has been appointed chief of the Motion Picture Section in the Division of Information of the National Defense Commission, with Hollywood as his headquarters. His duties will be to assist producers in the production of defense pictures, and in the selection of picture material utilizing defense activities. Just previous to this appointment, Mr. Rosten had been making a sociological



study of the film industry, under grants from the Carnegie and Rockefeller Foundations, results of which will be published soon.

Write to the American Education Press, 400 South Front Street, Columbus, Ohio, for a free copy of "The American Ways," a supplement to *Our Times*, Vol. VI, No. 17, January 13-17, 1941. This issue, devoted to the question "How Good Is Your Community?" lists scores of specific things which boys and girls can do to build a happier, healthier community

life. The pamphlet may be ordered in quantities at two dollars per hundred.

A report from the United States Office of Education states that three-fourths of the nation's 1489 CCC camps have 16 mm. projectors, four-fifths have filmstrip projectors, and one in seven has a photograph projector. A few have lantern-slide equipment. The CCC will shortly issue two publications: "Catalog of 16 mm. Educational Films Used Successfully in CCC Camp Courses," and "Use of Films, Film Strips and Slides."

## News and Comment

MORRIS WOLF

Head, Department of Social Studies, Girard College, Philadelphia

### EDUCATION AND THE AMERICAN WAY

Able high school seniors will profit from Professor Leon C. Marshall's account of what culture is, as seen by an American, how it arises and how it serves mankind. Social studies teachers will recall the thirteenth part of the Report of the American Historical Association's Commission on the Social Studies which appeared five years ago in which Dr. Marshall stirred up considerable interest and discussion by his social-process approach to curriculum construction (Marshall and Goetz, *Curriculum Making in the Social Studies: A Social Process Approach*). In the January issue of *The Journal of Educational Sociology*, which was devoted to "The Problem of Education and Public Service," Professor Marshall, in the leading article, used his approach in analyzing "The What and Why of Education."

He was concerned primarily with the subject of culture, and his mental reach and grasp illuminated the treatment of it. "Culture is the uniquely human device which man uses in his adjustments. This device puts him on a new plane of life, for it is something that he can consciously shape and control—something that frees him from the fixed and routine biological adjustments characteristic of other forms of life. This device not only gives him tools and other practical equipment for dealing with his physical universe; it also shapes his conceptions of what that universe is, how it operates, what he is, and what his role is and should be. Culture is thus both 'practical' and 'conceptual.'"

Education is concerned with culture in all its aspects. Our problems, today, have been determined by the cultural developments of the last three centuries, particularly the developments in the fields of physical science and technology. Our need, now, is to devise a comparable social technology. Some of the

implications of this, especially for the public service, and some of the underlying and organizing conceptions, were pointed out by Dr. Marshall.

A complement to this article is the analysis of "The American Way of Life" in the January number of the *Teachers College Record*, by Professor Thomas H. Briggs. Three essential faiths, he said, characterize American life: "the faith in the desirable general human happiness, . . . the faith in the sacredness of every personality, and . . . the faith that the combined wisdom of all men is in the long run superior to the wisdom of any individual." With these, and these only, can a sound program for the salvation and progress of our society be constructed.

Much conspires today to weaken these faiths of democracy. Democracy is not natural, is not a biological inheritance. It must be taught anew to each generation. The dictators fling us the challenge to indoctrinate for democracy continuously, to teach its ways and meanings and values afresh to the endless stream of youth. The democratic ideal is a match for any weapon in the arsenal of the dictators, since no weapon is "half as compelling as a compelling idea compellingly stated" to men.

This issue of the *Record* printed the addresses which members of the staff of Teachers College, Columbia University, had made on "Education for National Defense," during American Education Week. In addition to that by Professor Briggs, those by Professor Lyman Bryson ("Education, Citizenship, and Character") and Professor George D. Strayer ("The American Way of Life and Educational Opportunity") are especially meaningful for teachers of social studies.

Professor Bryson emphasized the privileges and responsibilities of democratic citizenship, and Professor Strayer outlined a program of democratic edu-

cation from the primary school to adulthood. A concluding paragraph by Dr. Strayer aptly sums up what we are striving for. "The American way of life is based upon the acknowledgment of the worth and dignity of the individual, upon respect for human personality, upon the guarantee of civil liberties, upon the principle of even-handed justice, and upon the concept that each individual finds his greatest satisfaction in working with others for the common good. Equality of opportunity is fundamental to the realization of these purposes. As a basis for the realization of this ideal we have sought to provide a system of education which will prepare all of our citizens for participation in our social, economic, and cultural life."

Fitting in well with these addresses is that by Dr. Paul Klapper on "The Role of the Educator in the Present Crisis," which was printed in the December 21 issue of *School and Society*. Dr. Klapper, president of Queens College (New York) and formerly Dean of the School of Education of the College of the City of New York, has long been prominently identified with the educational work of his state and nation.

Like Dr. Strayer, Dr. Klapper proposed the teaching of democracy in every grade from the first to the twelfth. Its story—political, historical, economic, social, artistic, and cultural—will disclose the weakness of the totalitarian accusations of democratic inefficiency. Democratic United States stands second to none in the efficiency of its industrial organization and the excellence of its technology, while Hitler's Germany inherited an industrial organization celebrated long before nazism for its superior technology and labor skill. If totalitarianism is so efficient, why are its examples rarely Italian or Russian?

Nations generally pass through a long infancy during which they borrow and learn from those more advanced. But that was not true of us. Can it be that freedom, which permitted the cultivation of the gifts of all the people and suppressed few, together with our remarkable natural resources, made us precocious and shortened our period of infancy? As a free people we learned fast. "Education thrives on the freedom of self-expression assured by democracy." His thesis that democracy matures a whole people and cultivates their unnumbered capabilities as no other system can, is an elaboration of the postulates of Professors Briggs and Strayer.

Dr. Klapper laid great stress upon the many services which citizens can render and which, in the rendering, grant rewards in understanding and loyalty. Several illustrations are immediately at hand. Frances V. Rummell, in *The Kiwanis Magazine* for January ("After-School Work for Softies") assembled examples of high school youth at work in the community, beautifying a river bank, making a recreation

center, planting shrubs and trees, helping doctors fight disease, doing farm work, caring for underprivileged children, draining swamps, and in other ways doing and enjoying community service. A fine example of such public service, rendered by one man, is William F. McDermott's account of "Chicago's One-Man Cleanup Campaign," in the *National Municipal Review* for December. A lone, foreign-born citizen, in the face of opposition by political interests, cleaned up Chicago's county jail, general hospital, and poor house. Both of these articles are summarized in *The Reader's Digest* for January. Other suggestions along such lines are given in the Educational News and Editorial Comment section of *The Elementary School Journal* for December and in Dr. Charles H. Judd's discussion of "Federal Relations with Secondary School Administrators," where he once again stressed the importance of providing work experience for youth while still in school (*North Central Association Quarterly* for January). Dr. Klapper himself gave several examples of community service performed by youth in New York.

#### AMERICAN ECONOMIC SYSTEMS

David Cushman Coyle wrote *Personal Growth Leaflet*, No. 94, on "Economic Systems in the United States," which appeared in the January issue of *The Journal* of the National Education Association. In concise paragraphs, and simply enough to be understood by high school pupils, he described our mixture of economic systems: "Some Americans work for themselves; some work as independent families. There is the capitalistic system of business competition; there are coöperatives, and private societies that do not work for profit. There are monopolies and underworld gangs, public utilities and government services." These nine systems he described briefly in turn, drawing attention to their underlying economic principles, their methods, and their bearing upon democratic living. In monopoly he saw all the menace of dictatorship. Can we by democratic methods cure our economic ills and avoid that menace?

Mr. Coyle's simplified little summary has many uses for the classroom.

#### EFFECTS OF DECREASING POPULATION

Nathan Disraeli of the Graduate Faculty of Political and Social Science of the New School for Social Research (New York City), suggested several "Psychological Effects of a Decline in Our Future Population," in *School and Society* for December 21. The decline in population will bring a decline in the number of people of talent and genius. Hitherto, doubtless, we have wasted part of such talent. But if it becomes more rare, such social wastage must be prevented. Schools can play an important role here.

Then, too, a decreasing population becomes older,

changing "the tenor and tempo of the life of a community or nation." An older population will display greater maturity and patience, more careful planning, wider knowledge, and greater persistence in grappling with problems. It will also be more suspicious of innovation, of novel innovation, of unplanned investigations, and of untried approaches to problems.

Over and above many other considerations of economics and psychology which Dr. Disraeli pointed out are the many-sided consequences of the decline of American and European populations in the face of the increase of population in Mohammedan countries and among so many of the already numerous peoples of the East. Many international questions—of war and peace, of colonial possessions, of trade, of dependence and independence, of religion and ethics, of cultural penetration and dominance—readily come to mind. If our population decline is due in large part to the new standards of living and the new outlook upon life resulting from the industrial and political revolutions of the eighteenth and nineteenth centuries, will Eastern nations be similarly affected if these revolutions also run their course among them? Or is Western civilization losing its dominance?

#### AMERICAN FOREIGN POLICY

*Asia* magazine for January featured a long and telling article by Edgar Snow, well-known traveler and reporter upon Eastern affairs, in which the nature of our world policy in the present crisis was examined from the standpoint of our Oriental problem ("Things That Could Happen"). As a preliminary to his analysis of what our foreign policy should be, Mr. Snow glanced at and rejected as unwise or impracticable today, such policies as appeasement, non-participation in affairs beyond our hemisphere, and collective security through pacts with Axis powers.

He offered four specific proposals: (1) Openly make a new treaty with China, providing full equality and reciprocity. Such a friendly pact will strengthen China, damage Japanese face, be an example to other nations, restore Chinese friendship for America, wipe out the burdens of political imperialism in China, and establish a political front against the Axis powers and their propaganda, a kind of front whose uses have been well exemplified by the dictators. (2) Openly make pacts of friendship with Great Britain and her self-governing dominions and perhaps with an independent Philippine Commonwealth and with Russia, with provisions for military implementation, again bolstering the political front. (3) Free all colonies. India, for instance, said Mr. Snow, is now but a millstone around the neck of oriental emancipation, a hindrance to the progress of the world, and a major cause of Britain's decadence.

Such freedom and a federation of the democratic states of the world, including these former colonies, would end totalitarianism, in the opinion of Mr. Snow. (4) Foreign loans should no longer be private, but should be made between democratic organizations. Their purpose should not be merely to exploit resources, natural and human, in order to make money. They should be designed to strengthen the economic base of democracy.

Mr. Snow offered these proposals not as final solutions to problems, but as good moves in political strategy. His article is provocative and, as the editors of *Asia* say, "deserves the most earnest consideration at this crucial hour of world upheaval."

#### SOIL CONSERVATION

*The Journal* of the National Education Association, in January, printed significant portions of Hugh H. Bennett's address to the Milwaukee Convention, on "Education for Soil Conservation." Mr. Bennett, federal chief of the Soil Conservation Service, has been an apostle of soil conservation. What he says about it is factual, authoritative, and pertinent. When he says that we have ruined, for agricultural and grazing purposes, an area equal to the ten states from Maryland and Delaware north to the borders of Maine, that we are now engaged in similarly ruining several times that area in farm, forest, and grazing lands at the rate of a half-million acres yearly in crop land alone, that the direct costs of soil erosion are about \$840,000,000 yearly and much more besides, in money spent to control it and in damage done by all silt-laden waters on their way to the sea, that the average nine-inch depth of topsoil in this country in Penn's time is now reduced to only five inches—when he says things like these he seems to toll a bell of doom. To what extent was Rome ruined by soil erosion?

Mr. Bennett described what the federal government has been doing to check erosion and to enlist the aid of farmers and others in this work. But the problem, he said, is far from solved and needs not only the work of our governments, other agencies, and individuals, but also an informed public opinion and much study and research. He declared that: "It is high time to introduce into our schools courses which deal with the soil as a resource basic to continuing national welfare—as something that must be preserved." Mr. Bennett's remarks are pertinent for the social studies classroom.

#### FOR THE CLASSROOM

Teachers interested in experimental courses which are being tried out with ninth-grade classes will want to know about the core course that several teachers and the guidance director and the dean of boys have been using with the freshman of Oakdale (Califor-



nia) Union High School (J. B. Vasché and E. D. Morgan, "The American Way: Oakdale's Laboratory Course," in the January issue of *The Clearing House*).

This course, occupying two periods daily, combines work in English, social studies, and orientation, and is designed to give "each child the opportunity to participate in activities typical of contemporary life." Just how this is to be done is described in terms of general aim, specific objectives, units of study, materials of all kinds, and procedures in and out of class, by groups and by individuals. Textbooks are not used, unless incidentally as one of many sources of information. The authors declared that the course has proved successful, developing good student spirit and understanding and desirable attitudes.

In *High Points* for December, two articles offer useful materials for social studies. Leo Weitz of Girls Commercial High School (New York City), in "Sound Films in the Social Studies," explained the whys and the wherefores of using such films regularly and told in detail where such films may be secured, listing, with brief descriptions, 16 mm. films now available for classes in economic geography, American and European history, and economics.

Immediately following Mr. Weitz's article is one by Barney Weisberg of the John Adams High School (New York City) on "The Reader's Digest as an Aid in Social Studies Instruction." Mr. Weisberg pointed out a half-dozen uses that can be made of the *Reader's Digest* and then listed specifically the articles which appeared in the *Digest*, 1936-1940, on a wide variety of subjects in history, civics, and social problems.

A companion study, especially to Mr. Weitz's article, is one by Effie G. Bathurst on "Teaching Conservation of Natural Resources Through Motion Pictures," in the December number of *Secondary Education*. Miss Bathurst, of the New York State Education Department, describes in detail reels on such subjects as forests, water conservation, parks, and soil. Nearly a dozen films are named and evaluated, their use in the classroom is suggested, and where they may be secured is stated.

Two helpful articles for students of social problems appeared in the January issue of *Survey Graphic*. Both deal with the conservation of human resources, one with the reasons for the Southern problem of agricultural poverty, tenancy, vagrancy, and human wastage, the other with the actual crime picture in the United States and the way crime is handled, in so far as our incomplete records show the situation. George C. Stoney, who has been writing about what he sees and hears as he travels back and forth through the South, related, in an article entitled "No Room in Green Pastures," the heart-

breaking story of what is happening to poor blacks and whites as the beef and dairy industry—an American counterpart of the British enclosures of earlier centuries—is taking over the cotton fields and dispossessing the croppers and their families. William P. Beazell, who directs the Citizens Committee for the Control of Crime in New York, described the system of cumulative records for crimes which has been slowly spreading from city to city since the World War ("What Do We Know About Crime?"). He showed the values of such crime files, incomplete and limited though they now are. The facts and figures about crimes, arrests, trials, procedures by prosecutors and courts which Mr. Beazell presents are unusual. They portray what our crime situation is and show that a procedural revolution is under way, one pointed out by President Hoover's Wickersham Committee.

In *Social Action* for December 15, Professor Colston E. Warne of Amherst College, president of the Consumers' Union of the United States, described "The Challenge of the Consumer Movement." He sketched the origin of consumer organizations, listed their objectives, related how consumer testing arose, drew attention to legislation for consumers, and discussed problems of consumer income.

In the January 15 issue of *Social Action*, the president of Talladega College (Alabama), Buell G. Gallagher, told in detail what "The American Caste System" is. He portrayed the white-black caste system as it exists in this country, explained its social and economic consequences, pointed out the part played by segregation, and suggested various ways to attack the problem. In both of these articles in *Social Action*, reading lists are appended.

#### STUDENT CONTEST

The Educational Committee of the League of Nations Association, Inc., has announced its Fifteenth National Competitive Examination for High Schools. The subject is the problem of "Organizing the World for Peace." Any high school in any part of the country may register for this contest and secure a set of study materials for the examination. Prizes include a trip abroad, college scholarships, and many cash awards. Full particulars may be secured from the Committee, at 8 West 40 Street, New York, New York.

#### JUNIOR HIGH SCHOOL CONFERENCE

"The Junior High School and Total Defense" will be the theme, this year, of the Junior High School Conference to be held on March 14-15. This is the seventeenth annual conference, one of the nation's outstanding gatherings of junior high school educators. The meetings will be held in New York City, at New York University.

## Book Reviews and Book Notes

Edited by RICHARD HEINDEL

Fellow in History, Library of Congress, Washington, D.C.

*And Still the Waters Run.* By Angie Debo. Princeton, New Jersey.: Princeton University Press, 1940. Pp. x, 417. Maps. \$4.00.

Perhaps no Indians have had a more tragic history than the Five Civilized Tribes. Persecuted in their eastern homes, they were forced to move to a raw frontier in time to become involved in the Civil War. Since then their tribal existence has been disrupted in spite of treaties guaranteed to remain in force "as long as the grass shall grow and the waters run." It was most unfortunate that their Oklahoma allotments were in many instances rich in timber, coal, and oil. Corrupt politicians, unscrupulous attorneys, bought newspapers, guardians who defrauded their wards, and hostile public opinion have all contributed to their ruin.

The book under review is a detailed study of the period from 1900 to the present. It contains an unrivalled wealth of information, presented in a clear, business-like manner. Numerous footnotes bear witness to an extensive and critical use of the records of the Office of Indian Affairs, congressional documents, court decisions, and local newspapers, leaving no possible doubt of Miss Debo's assiduity as a research worker.

It is most interesting to note that the author, in common with other students of Indian affairs, regards the Collier régime as the opening of a period characterized by more satisfactory relations between the races and with the government. "Collier was the first Commissioner who ever approached his problem from the sociological and scientific point of view . . ." (p. 353). This may be entirely true, but it should be remembered that Mr. Collier came into office in 1933, when the Indian problem was essentially different from what it had been in 1880 or even 1900. No Indian was faced the new administration, and the public was more friendly than was the case after Little Big Horn. Thus Mr. Collier's desire for the more exact regulation of Indian administration and the eradication of long-standing abuses found concrete expression in the Wheeler-Howard Act of 1934 (p. 368ff.) and the Oklahoma Indian Welfare Act of 1936 (p. 370ff.). One could wish for a more extended analysis of this very important legislation. A discussion of the various constitutional and legal points involved would be especially valuable.

In conclusion be it said that the author deserves commendation for her manner of presentation. The materials at hand afford an excellent opportunity to

be melodramatic. Instead one finds a restrained and coldly dispassionate statement of the facts that gains force and weight as the narrative proceeds. As it stands no more severe indictment of the white man in his relations with the red has come recently under the reviewer's notice.

Two maps, a selective bibliography far more rich in source material than in secondary accounts, and a good index conclude the volume.

ALBAN W. HOOPES

Spring Mill, Pennsylvania

*Heaven on Earth. A Planned Mormon Society.* By William J. McNiff. Oxford, Ohio: The Mississippi Valley Press, 1940. Pp. viii, 262. \$3.00.

The Mormons have long been one of the most fascinating of American groups, for where else can we find an indigenous American religion, replete with prophet and divine inspiration? Most of our Mormon literature, however, has been disappointing. Frequently it has either been entirely laudatory or entirely derogatory. In addition it has confined itself almost entirely to a few topics such as the Mormon leaders, polygamy and other beliefs, and relations with the Gentiles. Professor McNiff has departed from this tradition. His point of view is sympathetic, but not partisan. He treats particularly the economic, educational, recreational and other social interests of the Mormons before 1877.

This volume represents long and arduous delving in Mormon materials, as is quite evident both in the text and in the numerous footnotes and long bibliography. The style is adequate but in general not exciting, with the possible exception of the introductory chapter. If the potential reader has a real interest in the Mormons this book is the only one in its field and has considerable contributions to make. For the casual reader who is interested in only the more spectacular phases of Mormon life the proper suggestion is "no."

ROBERT E. RIEGEL

Dartmouth College

Hanover, New Hampshire.

*The Catholic Church in Indiana 1789-1834.* By Thomas T. McAvoy. New York: Columbia University Press, 1940. Pp. 226. \$2.25.

This monograph, based largely on unpublished religious archives in this country, is a detailed study of Catholicism in Vincennes from the establishment of American authority in the Old Northwest until the

appointment of a bishop there in 1834. This period marks the transition from the French foundations to the modern American church. The author, who is archivist of Notre Dame University, feels that the accomplishments and contributions of the early French settlers in Indiana have been slighted by Anglo-Saxon historians. In the persistence of a Catholic tradition he sees the most notable survival of these pioneers. He even claims that the present optimism and poise of mid-western Catholicism derives from the priority of that faith, but admits this is an "unprovable thesis." The study itself does little to document this contention.

The general reader uninterested in Indiana local history will not be especially interested in the struggles of French missionaries there after 1789. Despite himself, the author reveals more of a lack of strong Catholic sentiment than of its presence. It is noteworthy that Catholic leadership continued to be almost entirely French until well into the nineteenth century, and that during the 1790's the faith was kept alive largely by priests fleeing from the French Revolution. Of even more interest is the social history revealed in the letters and reports of the various priests. Thus they found religious zeal often lukewarm, but interest in dancing a constant factor. These accounts throw considerable, if indirect, light on frontier conditions.

By 1834 the Catholic church in Indiana had revived to such an extent that a bishop was appointed. This was largely the result of new immigration, especially Irish and German, as the region emerged from the fur trading economy. The author's interest is so centered on Vincennes, however, that the full significance of this important influx is not adequately presented. Instead, he concentrates on the older French settlers who rapidly became few in number and negligible in influence. Thus the book better portrays the decline of one group than the appearance of another.

WALLACE E. DAVIES

Harvard University  
Cambridge, Massachusetts

*The Organization of Labor in Philadelphia, 1850-1870.* By Edgar B. Cole. Philadelphia: The author, 1940.

This doctoral dissertation is devoted to the specific topic of labor organization in Philadelphia, 1850 to 1870. The author finds that there was considerable activity among the workingmen in Philadelphia in the years immediately preceding and during the War, but that few labor organizations were able to survive the War years. He assures us that he has included in this study all organizations, temporary or permanent. Many of the unions were transitory. One organization would succeed another

so rapidly that they were unable to attain unity of purpose or efficient action.

The labor supply for the Philadelphia industries came in part from members whose ancestors had been born in this country, but the majority were first generation arrivals. The English fitted easily into the American scheme of labor organizations, but not the Germans. The labor movement in Philadelphia during the 50's and 60's was prosecuted primarily by the skilled workers in the manufacturing branches of industry and the building trades. The masses of unskilled workers in these occupations were scarcely touched by the urge to organize. The author believes that the private property concept held by the workers was largely responsible for the lack of class consciousness among the workers in Philadelphia. At no time was there a large number advocating the abolition of private property. The extreme fluidity of the social order was another reason for the lack of solidarity.

The existence of unoccupied western lands, the belief that America was still a land of unlimited opportunity, the psychological (not material) comfort the workingman enjoyed in hearing of the "dignity of labor," the absence of effective labor agitators, the satisfaction the laborers were enjoying by having recently won the right of universal manhood suffrage, and their success in the fight for free public schools, all combined to make them reasonably well satisfied. Attempts to organize labor unions also suffered because of the confusion among the leaders themselves.

Detailed, unbiased, and scholarly studies of this kind dealing with the rise of the movement of organized labor are needed for other sections of the country.

JOHN WM. OLIVER

University of Pittsburgh  
Pittsburgh, Pennsylvania

*European Civilization: Its Origin and Development.* By Various Contributors Under the Direction of Edward Eyre. Volume VII: *The Relations of Europe with Non-European Peoples.* New York: Oxford University Press. 1939. Pp. 1209. Maps. \$6.50.

The present volume essays the significant task of surveying the history of the relations of European and non-European peoples. The story opens with an account of the eastern frontier of Europe, across which Christian faced successively Saracen, Mongol, and Turk. Attention is then turned south, to the relations with northern Africa in the pre-Columbian era. The next section is devoted to the Age of Discovery, and the remainder of the volume, more than three quarters of it, deals with the impact of Europeans upon various parts of the globe, for the formidable problem of organization is solved primarily along geographic lines. The Far East, and the lands



"down under" are given due attention. Eight sections are devoted to Africa, each dealing with the activities of a different European power. Somewhat inconsistently, however, a single section suffices for America. This is not due to a slighting of that topic, which receives more space than does Africa, but rather to the fact that the American section was written by a single scholar, while Africa was treated by several different pens. It is a little unfortunate that this should affect the organization; the volume would, indeed, have been made distinctly more easy to use had it been given a single homogeneous table of contents. In a coöperative work of this type uniform excellence is hardly to be expected, but in general the quality of these essays is gratifyingly high. It seems fair to say, however, that they do not meet the expectations raised by the title. They are concerned primarily with political and military history. The impact of European civilization upon the non-European world is treated only incidentally. There would seem to have been here an excellent opportunity for a comparative study of the imperial systems and policies of the various powers. Of this one finds very little. Seldom, however, does one encounter so much good material, scholarly yet popularly presented, between the covers of a single volume.

LEONIDAS DODSON

University of Pennsylvania  
Philadelphia, Pennsylvania

*Yankee Caballero.* By William N. Merryman. New York: McBride and Company, 1940. Pp. x, 317. Illustrated. \$2.75.

New world anthropology has always been a by-product of adventure since the time of the first Spanish invaders. The surprising thing about this account of exploration in South America is not that it is primarily an adventure-story, but that such haphazard explorations should still yield fresh and interesting anthropological data. Of the three separate trips made by William Merryman—one over the mountains from Chile to Argentina, one from Quito in Ecuador to the Napo and on up the Amazon through jungle country, and the third from Rio de Janeiro up the Araguaya to its tributary, the Rio das Mortes—the last is the most fruitful from this point of view. Some five months as prisoner in a settlement Chavantes Indians afforded him an opportunity to report their tribal life from within. If the author had been a trained observer, we might have invaluable material here. As it is, one has to admit that lack of training means also lack of preconception. The author looks at the Indians with common sense, as persons similar to himself, and is so uninterested in developing theories that one is the more ready to trust his observations. It is always striking to realize from

primitive life how many of the human situations are inevitable; and such experiences as the exaltation of the sacrificial victim and the aesthetic perfection of tribal religion gain vividness, oddly enough, from the report of a contemporary.

The narrative is lively and interesting. Though not a serious book, it should be useful in the category of material which introduces young students and the general public to the conception of comparative ways of life.

ELIZABETH WILDER

Washington, D.C.

*The Immigrant in American History.* By Marcus Lee Hansen. Cambridge, Mass.: Harvard University Press, 1940. Pp. xi, 229. \$2.50.

Since the near future will be loaded with much discussion of our mixed population, often irrelevant, one can do no better than begin by reading Hansen's *The Atlantic Migration* and the volume before us, which represents his larger views on immigration. Apart from the interest of the content with which one need not entirely agree, this book is a good model of historical interpretation.

In discussing immigration and democracy, Professor Hansen points out the migrant's tendency to emphasize freedom as his motive; but what was really meant was freedom for enterprise. The weight of immigrant influence has been felt on the side of conservatism, in politics, in religion and often in speech. Readers will find particularly stimulating the chapter "Immigration and Puritanism" which was often more practical than theological. Surprised by the few studies about English influence in this country (except in the colonial period), he attributes much of the "English vogue" in the last quarter of the nineteenth century to a million English immigrants who helped to anglicize the upper Mississippi Valley which in 1870 had a Teutonic hue. Very useful is the challenging invitation to explore many exciting branches of immigration as a field of historical research. He does not completely ignore the topic of the migrant who returned to Europe.

There are other chapters on American culture, the second colonization of New England, and migration across our northern border.

*What Makes Lives.* By Porter Sargent. Boston: The Author, 1940. Pp. 224. \$1.50.

This reprint from the author's well-known *Handbook of Private Schools* is, like much else coming from 11 Beacon Street these days, full of fire. Concerned with the shaping or mis-shaping of personalities by our environment, it covers everything from biological forces to educational rackets. There are some interesting pages on propaganda and educational control. The author promises more along this line with his *Getting U. S. Into War*.

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*American Studies in Honor of William Kenneth Boyd.* Edited by David K. Jackson. Durham, North Carolina: Duke University Press, 1940. Pp. ix, 377. \$4.00.

Several years ago, under the leadership of the late Professor Boyd, a number of the faculty of Duke University working in various fields, but sharing a common interest in the better understanding of American life organized themselves into an informal dining and discussion group known as the Americana Club. The present essays are fruits of these meetings. Since each has benefited from the criticisms and suggestions of the group there is a unity in outlook not always present in cooperative publications.

There are eight essays, all touching upon the history of the ante-bellum South. Four deal with various phases of economic development. Joseph J. Spengler finds similarity in "The Political Economy of Jefferson, Madison, and Adams." Circumstances forced them to retreat from the ideal of a national economy based almost exclusively on agriculture; they shared fears as to the ultimate effects of a rapidly growing population; all were aware of the relationship between economic and political power. Examining

"Ante-Bellum Cincinnati and Its Southern Trade," William Alexander Mabry points out the importance of its manufacturing and commercial relationships with New Orleans until the coming of the railroads. Charles S. Sydnor shows that "State Geological Surveys in the Old South," carried on in all but two states, reflected a growing appreciation of the value of these studies to agriculture and the exploitation of mineral resources. In considering "The Natural History of Agricultural Labor in the South," Edgar T. Thompson traces the evolution from indentured servitude, through slavery, to tenantry, the last two institutions provoking demands for their abolition or reform.

Four articles lie in the field of intellectual history. Jay B. Hubbell shows that demands for "Literary Nationalism in the Old South" begat many short-lived magazines, but otherwise failed because of the effects of prevailing ruralness and planter indifference. Charles Roberts Anderson utilizes a collection of unpublished letters as the basis for describing a friendship between the aging "Charles Gayarré and Paul Hayne: The Last of the Literary Cavaliers." The story of "Philip Pendleton Cooke: Virginia

Gentleman, Lawyer, Hunter, and Poet," who died at thirty-three, is told by David K. Jackson. Clarence Gohdes shows the blighting effect of rising sectional animosities in "Some Notes on the Unitarian Church in the Ante-Bellum South: A Contribution to the History of Southern Liberalism," giving a factual account of the movement in about a dozen cities.

To the teacher the chief value will be found in the well-documented summaries of the topics covered. All are readable. The volume may incidentally serve to encourage the formation of similar groups in other educational institutions.

WOOD GRAY

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*Guns of the Frontier.* By William M. Raine. Boston: Houghton Mifflin Company, 1940. Pp. 269. Illustrated. \$3.00.

*Guns of the Frontier* tells authentic stories of the "bad men" of the West, men who either destroyed or enforced order with their guns. The author is well known for his Western novels, but unfortunately lacks the ability to organize non-fictional material. Only in the last three chapters, where he focuses on one character, is there a satisfactory technique. However, Mr. Raine has made an attempt to analyze the sociological factors of frontier life, and his approach is objective. Therefore the book should be of real value as collateral material.

M.L.P.

*History of the University of Pennsylvania, 1740-1940.* By Edward Potts Cheyney. Philadelphia: University of Pennsylvania Press. 1940. Pp. x, 461. \$4.00.

The two hundredth anniversary of the founding of the University of Pennsylvania was the occasion and the incentive for the publication of a history of the institution written by an eminent historian, a retired member of the faculty, Professor Edward Potts Cheyney. The history is of special interest because it presents an account of the influence of Benjamin Franklin and his efforts to give colonial education a non-classical, utilitarian turn; because of the non-sectarian character of the University of Pennsylvania as distinguished from the sectarian character of other early American colleges; and because of the conspicuous contributions which were made to medical education in Philadelphia and to instruction in the sciences at a time when other institutions were devoted to classical and mathematical courses.

The history of the University of Pennsylvania began with a movement to establish a charity school under the stimulation of the preaching of George

Whitefield. The building which was erected in 1740 for Whitefield, but was never used for a charity school, ultimately housed the liberal academy proposed by Franklin and the college which developed into the University. To Franklin's disappointment, the "academy or college," which he suggested did not break away altogether from the classical traditions of the times, but it did include English courses and showed other liberal tendencies.

From 1740 to 1779 the college and the Latin school which was of secondary grade, grew up together. From 1779 to 1829 the institution suffered under the disrupting influences of the Revolutionary War and the general collapse in this country of interest in education that followed the War. During this period, however, the Medical School flourished and supplied the justification for the change of the name from college to university. For a decade the University was in fact and in name the University of Pennsylvania. Throughout its subsequent history the University has received from time to time state appropriations, but it has never been willing to become again a state university. It did make a move, when the federal land grants were given to states for the establishment of land-grant colleges, to become the land-grant college of Pennsylvania.

The period from 1829 to 1881 was a period of expansion. The courses in law which had been given as far back as 1790 now developed into a school of law, one of the first in this country. The natural sciences flourished, and new departments were opened in music and dentistry.

From 1881 on the University has a history which is not unlike that of many of the larger institutions of higher education in the United States. Its history is one of consolidation of administration, increase in student body, and enlargement of equipment and instructional program.

The history as written by Professor Cheyney revolves chiefly around sketches of the traits and activities of the men who built up the institution. It also includes chapters which describe the history of Philadelphia and of the nation as these move forward through the various periods and affect for better or for worse the evolution of the University.

CHARLES H. JUDD

Washington, D.C.

*Australia: A Study of Warm Environments and Their Effect on British Settlement.* By Griffith Taylor. New York: E. P. Dutton and Company, 1940. Pp. xv, 455. Illustrated. \$5.00.

Australia's limited size, relatively late colonization by Europeans (1788) and severe physical limitations (largely climatic) render it peculiarly suitable for geographic treatment from a broad and critical



point of view. Man's spread and economic development have not been complicated, as in the Americas, by native warfare or the impact of foreign colonial groups. The absence of vast, fertile, well-watered areas such as the Mississippi valley has given an unusual significance to the harsh environmental conditions encountered by the Australian. Strict limitations of rainfall have made his conquest of Australia a story of small persistent gains and not infrequent failures, lightened now and then by the discovery of rich mineral deposits. No man knows this story so well as Griffith Taylor, whose long career as geologist, meteorologist, explorer and geographer has been directed largely toward Australia and her problems. In this book are summarized his studies over a period of nearly forty years, now placed in proper perspective and viewed in the light of present world conditions.

A good summary of Australian geography has long been needed. Taylor supplies this need with a comprehensive and informative treatment of Australia's geologic and geomorphic development, its climate, soils, natural regions, discovery and settlement, economic development and production including mineral deposits, and general possibilities for the future. Wide and effective use is made of sketches, block diagrams, graphs and tabular data to support generalities. There is little theorizing, nor is this needed—the facts speak for themselves.

The breadth of Taylor's treatment prevents comment on details. His organization renders the book particularly good as a general handbook, since individual topics may be readily singled out. In an introductory chapter the reader is given the "feel" of the subject by description of type regions in a section across the south of the continent. Then come chapters on Australia's world position and discovery, its geologic evolution, climates, soils and natural vegetation, and deserts. There follow very informative descriptions of the twenty natural regions or physiographic provinces. Their landforms, geomorphic development, natural vegetation and its relation to climate are analyzed in a manner without parallel in other geographic texts. Lastly he presents the relationships of these environments to man: individual chapters on the spread of settlement, water supply, agriculture and chief crops, pastoral industry, mining, forests, fisheries, transportation and manufacturing. Chapters on Pacific Islands including New Zealand, tropical conditions affecting settlement, and population conclude the volume.

This type of unit treatment has led to some repetition of facts, but this is greatly outweighed by the convenience with which one may single out individual topics for study, as the sheep industry, mining, etc. The author has packed a surprisingly large amount of information into his treatment of each

subject, and his analysis of environmental conditions and possibilities for further development cannot be too highly commended. His "homoclimal" comparisons of Australian climates with those in other parts of the world lead him to the sober but valuable conclusion that little potentiality exists for extensive development in new directions. However, present pastoral, agricultural and economic activities have not reached their limits, and under optimum conditions the present 5.7 millions of population could be increased to perhaps 30 millions. The reviewer regrets that limitations of space prevent quoting largely from his summaries and conclusions, for they contain much food for thought. There are doubtless some minor errors in statement, as the "birth-rates" for Russia and other countries (actually excess of births over deaths) quoted on page 436, but these are infrequent. Taylor has written a book that will find wide and satisfactory use both as a text and as a reference work.

WILLIAM E. POWERS

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*Academic Culture in the Spanish Colonies.* By John Tate Lanning. New York. Oxford University Press, 1940. Pp. x, 149. \$1.75.

For a number of years Doctor Lanning has been working on the problem of universities in the Spanish American colonies, their founding, organization, curriculum, influences, and other related subjects. He has now accumulated material for a two-volume study, but because of war in Spain, and now a general world war, he has been unable to check documents abroad. Hesitant to issue this work in final form before verification, he has set forth in this small book five topics from the larger work. Each of these essays has been presented before, but they have not been printed exactly as they appear here.

The topics treated are: "The transplantation of the scholastic university," dealing especially with the Royal University of Mexico (opened in 1553) and with the University of San Marcos in Lima (opened in 1578); "University life and administration"; "The last stand of the schoolmen," in the realm of philosophy; "The preface to modern medicine," dealing with medical practices in the colonies; and "Public health and the modernization of medical instruction."

From these samples of his larger study one can conclude that Doctor Lanning has penetrated virgin fields and that he has produced a work of great value for the student of educational institutions in the western hemisphere. This brief work will make scholars eager for his final treatise.

A. CURTIS WILGUS

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*Race: Science and Politics.* By Ruth Benedict. New York: Modern Age Books, 1940. Pp. vii, 274.

In this day when theories of racial superiority and inferiority still play such a dominant part in popular thinking, it is helpful to have additional studies by way of scientific appraisal concerning the possibility of connection between race and culture. By means of her new book, Ruth Benedict has rendered commendable service in this regard.

The work is divided into two parts, the first being an interpretation of research having to do with race and its possible significance in relation to cultural achievement. The second part attempts more particularly to refute the validity of the contentions of such racists as Count de Gobineau, Houston Stewart Chamberlain, Madison Grant, and Lathrop Stoddard by giving "A Natural History of Racism." Dr. Benedict believes that in order to understand race conflict we need to place the emphasis upon *conflict* rather than upon *race*. As the author sees it, race conflict falls into the time-honored category of the exploitation of the weak by the strong:

It (race conflict) means that all the deep-seated causes of conflict in any group, or between groups, are involved in any outbreak of race prejudice. Race will be cried up today in a situation where formerly religion would have been cried up. If civilized men expect to end prejudice—whether religious or racial—they will have to remedy major social abuses, in no way connected with religion or race, to the common advantage (p. 237).

Of more than passing interest to the student of world community problems is the analysis of the motives underlying racism as promulgated by certain designing leaders. The racist dogmas of today are thus seen as manifestations of an age-long attitude of the "in" group toward the "out" group.

The author's point of view is well set forth in these words:

. . . All scientific knowledge of race contradicts the idea that human progress has been the work of one race alone or can safely be entrusted to a program of racial hygiene in the future. No great civilization has been the work of a pure race, and neither history nor psychology, biology nor anthropology can render decisions about the . . . destiny of any present human breed. Racism has been a travesty of scientific knowledge and has served consistently as special pleading for the supremacy of any group, either class or nation, to which the pleader himself belonged and in whose permanent place in the sun he desired to believe (pp. 220-221).

This point of view is in accord with that of Franz Boas and other well-known anthropologists.

The volume is readable and is recommended as an antidote for Antisemitism and other similar delusions. For those unfamiliar with problems of race and culture, a preliminary reading of George A. Dorsey's "Race and Civilization" in Beard's *Whither Mankind* would prove most helpful.

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#### TEXTBOOKS AND OTHER TEACHING AIDS

*Democracy in America.* By William M. Muthard, Stanley M. Hastings and Cullen B. Gosnell. New York: Thomas Nelson and Sons, 1940. Illustrated. Pp. xvi, 623. \$1.68.

*Democracy in America* has much to recommend it to classes in civics or problems of democracy. In its approach, presentation, material, and format, it is an excellent piece of work.

First of all, the very timely stress on democracy is made as concrete as possible, and the relationship between American democracy and each of the problems considered, is clearly pointed out. In their preface, the authors say: "The emphasis throughout the book is on the responsibility of the individual in making American democracy work and on the solution of our problems through our democratic form of government." They have achieved this aim.

Equally as important is the liberal viewpoint from which this book is written. It is certainly not "left wing" in its approach, but on such questions as the causes of crime, child labor, group health services, and security for worker and farmer, the authors suggest modern solutions, and where a subject is definitely controversial, all sides are stated impartially.

One of the most appealing features of the book are some thirty pictographs in the popular modern style. Some of these are from Pictorial Statistics, Foreign Policy Association, National Education Association and Public Affairs publications. All are attractive as well as educative; as are also the many excellent photographs and other illustrations.

The authors have organized their material into units, in keeping with the present trend. In doing so, they have strained a point to combine "Financing Our Government," "Political Parties and Elections," and "Public Opinion" into the third unit. The relationship here is not quite as clear as in the other units.

Some question might also be raised as to whether it is better to begin with the chapters on government rather than to present the problems first and thus show the need for government. However, pupil interest is aroused by relating government to his own

problems as well as by comparison of our government with the totalitarian powers.

Another excellent group of features of *Democracy in America* is the outline summary at the end of each chapter, the list of activities, and the vocabulary lists. Really worthwhile activities are suggested which introduce the pupil to important publications, radio programs, etc. The additional readings for each chapter are well selected and pages are given. Finally, the book is attractively and durably bound, and has large clear print on a paper which does not glare.

HELEN CORNFIELD

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*History of Civilization.* By Hutton Webster. Boston: D.C. Heath and Company, 1940. Pp. vii, 1051. \$4.50.

Hutton Webster writes from a wide background of experience which gives him a remarkable grasp of the entire field of world history. Hence, the present volume is a climax to a well established, scholarly reputation rather than a premature attempt to acquire one. In the phrase of modern education (borrowed from Mr. Wackford Squeers) he has "learned by doing," for his textbooks on *Ancient History*, *The Far East*, *Latin America*, *World History*, his *Readings in Ancient History* and his famous *Historical Selections* have made him proficient in the subject matter, in the historical sources, and in the technique of writing readable history. The book is salted with stimulating, brief quotations from sources and many quotable phrases of the author.

Webster understands students, and knows that they have very little perspective, have difficulty in grasping principles, and want to know "why" rather than too much "what." Unrelated facts are dull facts. This book succeeds in relating facts to meanings. Webster nowhere gropes along with his head in a sack, but "sees history steadily and sees it whole."

Historians have been talking for years of "historical sympathy," and many have shown a type of genius for getting into the consciousness of Turks, Chinamen, Germans, Greeks, etc., and often have found this easier than to get into the heads of their own students. The book is a triumph in its appeal to student psychology.

It is also a successful integration of cultural, social, economic and political elements. It stimulates thought by balancing opposing interpretations and by permitting the facts of history to suggest sound interpretations, so that the student gets the intellectual excitement of seemingly making his own discoveries. Thus it is a book that should "educate" in the original sense of the word.

The past few years have witnessed a profusion of such books as this, not merely because the market is large but mainly because all existing ones are in

one way or another inadequate, due to the enormous tasks of integration and historical insight necessary for success in this field. Comparisons show only too clearly that many of these histories of civilization come off the "assembly line" somewhat like modern automobiles—basically the same as earlier ones with a few superficial alterations to catch the eye of the public. In the opinion of a teacher and reviewer of a dozen recent such books, Webster's is the best to date. It contains a wealth of fresh material, soundly interpreted and clearly stated. However, it is inclined to confuse culture with gadgets, a common fallacy. More important, its tone is optimistic; its sense of values mainly encourages the best elements of progress, and engenders a hope for a better world in those who have inherited a very confused one.

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#### PERTINENT PAMPHLETS

*Read Your Labels.* By Helen Dallas and Maxine Enlow. Public Affairs Pamphlets, No. 51, 1941, Consumer Series, No. 2. Public Affairs Committee, Inc., 30 Rockefeller Plaza, New York City. Pp. 32, 10 cents.

Prepared by the institute for Consumer Education, giving briefly the history of the recent federal Food, Drug, and Cosmetic Act and the Wheeler-Lea Act. Describes regulations governing labels and advertising, mentions the situation in state regulation, and gives guidance to purchasers of patent medicines, drugs, cosmetics, and the like, and states the problem of law enforcement, in this field. A reading list is appended.

*British Life and Thought Series.* London: Longmans Green and Company, 1940. 36 cents.

Series of ten booklets on such subjects as the British Commonwealth, aviation, women, etc., by well-known writers. Some are published for the British Council.

*The School and Its Community.* By John B. White-law. Brockport, N.Y.: 1940, distributed by University of Chicago bookstore. 50 cents.

An introduction to school-community planning for administrators and teachers.

#### CURRENT PUBLICATIONS RECEIVED

*Norwegian Migration to America: The American Transition.* By Theodore C. Blegen. Northfield, Minn.: Norwegian-American Historical Association, 1940. Pp. xii, 655. Illustrated. \$3.50.

An important study, delightful to read, of the interplay of the European heritage and the American



environment. Covers such topics as folkways, immigrant press, and education.

*Pennsylvania: The Story of a Commonwealth.* By Robert Fortenbaugh and H. J. Tarman. Harrisburg, Pa.: Pennsylvania Book Service, 1940. Pp. 621. Illustrated. \$2.24.

For one semester courses, grades nine to twelve. Organized in five units. Can be used to satisfy the growing interest in "local" history among adults.

*The American Nation; A History of the United States from 1865 to the Present.* By John D. Hicks. Boston: Houghton Mifflin Company, 1941. Pp. xviii, 787. Illustrated. \$3.50.

Thirty chapters forming a balanced picture of political, social and economic phases of recent American history. An excellent sequel to the author's *Federal Union*.

*The Struggle for Judicial Supremacy; A Study of a Crisis in American Power Politics.* By Robert H. Jackson. New York: Alfred A. Knopf, 1941. Pp. xx, 361. \$3.00.

A provocative book on the Court fight of 1937 by the Attorney General who directed the Administration's legal strategy. About the President's apparent defeat, but his actual victory.

*The Articles of Confederation.* By Merrill Jensen. Madison, Wis.: University of Wisconsin Press, 1940. Pp. vii, 284. \$3.00.

An interpretation of the social-constitutional history of the American Revolution, 1774-1781. Argues that one can understand the Articles only in relation to the internal revolution in the American states.

*Juggernaut Over Holland.* By E. N. Van Kleffens. New York: Columbia University Press, 1941. Pp. vii, 195. \$2.00.

The Dutch Foreign Minister's personal story of the invasion of the Netherlands. A tragic story well told.

*The Social Role of the Man of Knowledge.* By Florian Znaniecki. New York: Columbia University Press, 1940. Pp. 212. \$2.50.

Lectures on the sociology of knowledge, the evolution of scholarship, schools as bearers of absolute truth, and the explorer as creator of new knowledge.

*America's Dilemma: Alone or Allied?* By Norman Angell. New York: Harper and Brothers, 1940. Pp. viii, 226. \$1.75.

A provocative British book by a Nobel Peace Prize winner to show that the isolationists' position is tragically wrong. The obvious conclusion is complete Anglo-American collaboration.

*Theories of Secondary Education in the United States.* By Joseph Justman. New York: Bureau of Publications, Teachers College, Columbia University, 1940. Pp. viii, 481. \$3.00.

Systematic review of main currents of thought in secondary education. Each theory described in terms of its philosophy as well as in its proposals for curriculum and organization.

*Social Work Year Book, 1941: A Description of Organized Activities in Social Work and in Related Fields.* Edited by Russell H. Kurtz. New York: Russell Sage Foundation, 1941. Sixth Issue. Pp. 793. \$3.25.

A very useful volume reasonably priced. Part One contains over eighty topical articles, while Part Two is a directory of national and state agencies.

*English Education and the Origins of Indian Nationalism.* By Bruce T. McCully. New York: Columbia University Press, 1940. Pp. 418. \$4.50.

Capable study of value to students of India and nationalism. Two chapters are devoted to nationalist doctrines and organization, often viewed as by-products of English education.

*Political and Social Growth of the American People, 1865-1940.* By Arthur N. Schlesinger. Third Edition. New York: The Macmillan Company, 1941. Pp. xxi, 783. Illustrated. \$3.25.

Some revisions and expansion of a well-known text designed by the author to be without "sentimentality or cynicism."

*James VI of Scotland and the Throne of England.* By Helen G. Stafford. New York: D. Appleton-Century Company, 1940. Pp. viii, 336. \$3.75.

Scholarly study of Anglo-Scottish relations from 1587 to 1603. Intrigues in Scotland and England over succession. Two chapters on foreign affairs.

*New Zealand Observer—A Schoolmaster Looks at America.* By J. E. Strachan. New York: Columbia University Press, 1940. Pp. vii, 128. \$1.50.

A traveler under the auspices of the Carnegie Corporation gives his views on American education and culture. An American educational conference confused him.

*Iowa: Land of Many Mills.* By Jacob A. Swisher. Iowa City: State Historical Society of Iowa, 1940. Pp. 317. Illustrated. \$3.00.

Deals with various types of mills, especially water-power mills and preservation of mills and millsites as historic landmarks.